



Pre-College Benchmark (2-Year)

Student: _____ College: _____ Date: _____

Category	Green	Yellow	Red	Notes/Follow-Up
Passion, Purpose & Plan Initial College & Career Plan with identified pathway and first-year courses.	<input type="checkbox"/> Has completed.	<input type="checkbox"/> In progress of completing.	<input type="checkbox"/> Has not started.	
Financial Plan to Pay	<input type="checkbox"/> \$0 balance + a plan in place to cover incidentals	<input type="checkbox"/> Either \$0 balance or outstanding balance of less than \$2K with a plan in place to cover balance + incidentals: <ul style="list-style-type: none"> <input type="checkbox"/> Plan to earn extra income (i.e. summer job or work-study) <input type="checkbox"/> Additional loans (total not exceeding \$5K per year) <input type="checkbox"/> Family payment plan <input type="checkbox"/> Financial Aid Appeal 	<input type="checkbox"/> Outstanding balance of over \$2K and shaky or non-existent plan in place to cover the bill and/or incidentals	
Financial Job/School Balance	<input type="checkbox"/> Plans to work 0-10 hours a week	<input type="checkbox"/> Plans to work 11-15 hours a week	<input type="checkbox"/> Plans to work > 15 hrs/wk	
Academics HS Academic Profile	<input type="checkbox"/> Completed HS with 3.5 or higher GPA and ACT/SAT score meets local college readiness thresholds	<input type="checkbox"/> Completed HS with 2.5-3.49 GPA and ACT score meets local college readiness thresholds	<input type="checkbox"/> Completed HS with below 2.5 GPA or ACT score does not meet local college readiness thresholds	

Academics Enrollment & Matriculation	<input type="checkbox"/>	0 outstanding “to-do” items to prepare for starting classes (i.e. housing, registration, orientation, vaccinations, books, etc.)	<input type="checkbox"/>	1-2 outstanding “to-do” items to prepare for starting classes (i.e. housing, registration, orientation, vaccinations, books, etc.)	<input type="checkbox"/>	Has more than 2 outstanding “to-do” items to prepare for starting classes (i.e. housing, registration, orientation, vaccinations, books, etc.)	
Academics Placement Tests	<input type="checkbox"/>	Completed placement tests <i>and does not require</i> remedial courses	<input type="checkbox"/>	Completed placement tests <i>and requires at least 1</i> remedial courses	<input type="checkbox"/>	Has not completed placement tests or requires more than 1 remedial course	
Socio-Emotional Stable Housing/Commuting Plan	<input type="checkbox"/>	Has stable, reasonable plan about commuting and housing situation (i.e supportive, personal space) OR will live on campus	<input type="checkbox"/>	Is somewhat concerned about commuting and/or housing situation (i.e. 30-60 min commute, lack of personal transportation; housing is inconvenient)	<input type="checkbox"/>	Is very concerned about commuting and/or housing situation (i.e. 60+ min commute, lack of personal transportation; housing situation is unstable or volatile)	
Socio-Emotional Self-Advocacy & Resources	<input type="checkbox"/>	Can name on-campus support resources <i>and demonstrates desire and willingness</i> to access them	<input type="checkbox"/>	Some awareness of on-campus support resources <i>and willingness</i> to access them	<input type="checkbox"/>	Lack of awareness of on-campus support resources <i>and/or</i> lack of desire or willingness to access them	
Socio-Emotional Mental Health	<input type="checkbox"/>	NONE: <ul style="list-style-type: none"> ○ High levels of stress and/or anxiety ○ Homesickness ○ Depression (Chronic or situational) ○ Social anxiety OR <ul style="list-style-type: none"> ○ Actively seeks mental health support 	<input type="checkbox"/>	1 (NOT seeking support): <ul style="list-style-type: none"> ○ High levels of stress and/or anxiety ○ Homesickness ○ Depression (Chronic or situational) ○ Social anxiety 	<input type="checkbox"/>	2 or more (NOT seeking support): <ul style="list-style-type: none"> ○ High levels of stress and/or anxiety ○ Homesickness ○ Depression (Chronic or situational) ○ Social anxiety 	



KIPP THROUGH COLLEGE

First Semester Benchmark (2-Year)

Student: _____

College: _____

Date: _____

Category	Green	Yellow	Red	Notes/Follow-Up
Passion, Purpose & Plan On-Track College & Career Plan	<input type="checkbox"/> Plan is up-to-date and is on-track to earn to earn A.A. and/or transfer within 4 semesters: <ul style="list-style-type: none"> ○ Current load of 14-16 units towards graduation <i>or</i> 17+ units with GPA of 3.0+ ○ All courses advance towards eventual goal (transfer or A.A.) ○ No concerns about next semester enrollment 	<input type="checkbox"/> Plan is mostly up-to-date and mostly on-track to earn to earn A.A. and/or transfer within 4 semesters: <ul style="list-style-type: none"> ○ Current load of 14-16 units towards graduation ○ Most courses advance towards eventual goal ○ No or minor concerns about next semester enrollment 	<input type="checkbox"/> No plan in place and/or not on track to earn to earn A.A. and/or transfer within 4 semesters: <ul style="list-style-type: none"> ○ Is registered part-time or not registered at all OR ○ Many courses don't advance towards eventual goal ○ Major concerns about next semester enrollment 	
Financial FAFSA Renewal	<input type="checkbox"/> Renewed FAFSA on time and Completed applicable state aid forms	<input type="checkbox"/> Plans to renew FAFSA on time and Plans to complete state aid forms where necessary, but some concerns	<input type="checkbox"/> Low confidence that student will renew FAFSA and/or complete state aid forms on time Or Not eligible for state or federal aid	
Financial Job/School Balance	<input type="checkbox"/> Working 0-10 hours a week	<input type="checkbox"/> Working 11-15 hours a week	<input type="checkbox"/> Working more than 15 hrs/wk	
Financial Plan to Pay	<input type="checkbox"/> \$0 balance + a plan in place to cover incidentals	<input type="checkbox"/> Either \$0 balance or outstanding balance of less than \$2K with a plan to cover balance + incidentals: <ul style="list-style-type: none"> ○ Summer job or work-study ○ Additional loans (total not exceeding \$5K per year) ○ Family payment plan ○ Financial Aid Appeal 	<input type="checkbox"/> Outstanding balance of over \$2K and shaky or non-existent plan to cover the bill and/or incidentals	
Academics GPA	<input type="checkbox"/> GPA is <i>or</i> is on track to be at least 3.0	<input type="checkbox"/> GPA is <i>or</i> is on track to be between 2.0 and 3.0	<input type="checkbox"/> GPA is <i>or</i> is on track to be below 2.0	

	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
Academics Remedial Courses	<input type="checkbox"/>	0 remedial courses	<input type="checkbox"/>	1 remedial courses	<input type="checkbox"/>	2 or more remedial courses	
Academics Strong Academic Habits	<input type="checkbox"/>	At least: <ul style="list-style-type: none"> ○ Near-perfect attendance ○ Near-perfect homework and reading completion (90-100%) Plus 2 or more: <ul style="list-style-type: none"> ○ Strong time management and planning skills ○ Strong and varied study strategies ○ Strong academic goal-setting 	<input type="checkbox"/>	At least: <ul style="list-style-type: none"> ○ Near-perfect attendance ○ Near-perfect homework and reading completion (90-100%) Plus 1: <ul style="list-style-type: none"> ○ Strong time management skills ○ Strong and varied study strategies ○ Strong academic goal-setting 	<input type="checkbox"/>	1 or none of: <ul style="list-style-type: none"> ○ Near-perfect attendance ○ Near-perfect homework and reading completion AND/OR does not demonstrate: <ul style="list-style-type: none"> ○ Strong time management skills ○ Strong and varied study strategies ○ Strong academic goal-setting 	
Socio-Emotional Self-Advocacy, Resources & Support System	<input type="checkbox"/>	At least 3 : <ul style="list-style-type: none"> ○ Seeking engagement or exploring at least one organization on campus. ○ Cultivating a group of supportive peers with similar goals. ○ Actively cultivating at least one relationship with a positive, supportive adult on campus ○ Effectively advocates for self without prompting 	<input type="checkbox"/>	At least 2: <ul style="list-style-type: none"> ○ Seeking engagement or exploring at least one organization on campus. ○ Cultivating a group of supportive peers with similar goals. ○ Actively cultivating at least one relationship with a positive, supportive adult on campus ○ Effectively advocates for self without prompting 	<input type="checkbox"/>	Fewer than 2: <ul style="list-style-type: none"> ○ Seeking engagement or exploring at least one organization on campus. ○ Cultivating a group of supportive peers with similar goals. ○ Actively cultivating at least one relationship with a positive, supportive adult on campus ○ Effectively advocates for self without prompting 	
Socio-Emotional Mental Health	<input type="checkbox"/>	NONE: <ul style="list-style-type: none"> ○ High levels of stress and/or anxiety ○ Homesickness ○ Depression (Chronic or situational) ○ Social anxiety OR <ul style="list-style-type: none"> ○ Actively seeks mental health support 	<input type="checkbox"/>	1 (NOT seeking support): <ul style="list-style-type: none"> ○ High levels of stress and/or anxiety ○ Homesickness ○ Depression (Chronic or situational) ○ Social anxiety 	<input type="checkbox"/>	2 or more (NOT seeking support): <ul style="list-style-type: none"> ○ High levels of stress and/or anxiety ○ Homesickness ○ Depression (Chronic or situational) ○ Social anxiety 	



KIPP THROUGH COLLEGE

Second Semester Benchmark (2-Year)

Student: _____

College: _____

Date: _____

Category	Green	Yellow	Red	Notes/Follow-Up
Passion, Purpose & Plan On-Track Towards College & Career Plan	<input type="checkbox"/> Plan is up-to-date and is on-track to earn to earn A.A. and/or transfer within 4 semesters: <ul style="list-style-type: none"> ○ Current load of 14-16 units towards graduation <i>or</i> 17+ units with GPA of 3.0+ ○ All courses advance towards eventual goal (transfer or A.A.) ○ No concerns about next semester enrollment 	<input type="checkbox"/> Plan is mostly up-to-date and mostly on-track to earn to earn A.A. and/or transfer within 4 semesters: <ul style="list-style-type: none"> ○ Current load of 14-16 units towards graduation ○ Most courses advance towards eventual goal ○ No or minor concerns about next semester enrollment 	<input type="checkbox"/> No plan in place and/or not on track to earn to earn A.A. and/or transfer within 4 semesters: <ul style="list-style-type: none"> ○ Is registered part-time or not registered at all OR ○ Many courses don't advance towards eventual goal ○ Major concerns about next semester enrollment 	
Passion, Purpose & Plan Summer Plan	<input type="checkbox"/> Set summer plan to engage in an opportunity that will impact development	<input type="checkbox"/> Set summer plan to engage in an activity that may impact alumni's development	<input type="checkbox"/> Either has a summer plan that will not be impactful or does not have a summer plan	
Passion, Purpose & Plan Transfer Wish List & Application Plan	<input type="checkbox"/> Completed or on-track to complete	<input type="checkbox"/> Mostly on-track to complete	<input type="checkbox"/> Not completed or not on-track to complete	
Financial Job/school Balance	<input type="checkbox"/> Working 0-10 hours a week	<input type="checkbox"/> Working 11-15 hours a week	<input type="checkbox"/> Working more than 15 hrs/wk	
Financial Plan to Pay	<input type="checkbox"/> \$0 balance + a plan in place to cover incidentals	<input type="checkbox"/> Either \$0 balance or outstanding balance of less than \$2K with a plan to cover balance + incidentals: <ul style="list-style-type: none"> ○ Summer job or work-study ○ Additional loans (total not exceeding \$5K per year) ○ Family payment plan ○ Financial Aid Appeal 	<input type="checkbox"/> Outstanding balance of over \$2K and shaky or non-existent plan in place to cover the bill and/or incidentals	
Academics GPA	<input type="checkbox"/> GPA is or is on track to be at least 3.0	<input type="checkbox"/> GPA is or is on track to be between 2.0 and 3.0	<input type="checkbox"/> GPA is or is on track to be below 2.0	

Academics Remedial Courses	<input type="checkbox"/> 0 remedial courses	<input type="checkbox"/> 1 remedial courses	<input type="checkbox"/> 2 or more remedial courses	
Academics Strong Study Habits	<input type="checkbox"/> Exhibits at LEAST : <ul style="list-style-type: none"> ○ Near-perfect attendance ○ Near-perfect homework and reading completion (90-100%) <p><u>Plus</u> at least TWO of the following:</p> <ul style="list-style-type: none"> ○ Strong time management and planning skills ○ Strong and varied study strategies ○ Strong academic goal-setting 	<input type="checkbox"/> Exhibits at LEAST : <ul style="list-style-type: none"> ○ Near-perfect attendance ○ Near-perfect homework and reading completion (90-100%) <p><u>Plus</u> at least ONE of the following:</p> <ul style="list-style-type: none"> ○ Strong time management skills ○ Strong and varied study strategies ○ Strong academic goal-setting 	<input type="checkbox"/> Exhibits 1 or none : <ul style="list-style-type: none"> ○ Near-perfect attendance ○ Near-perfect homework and reading completion <p><u>AND/OR</u> does not demonstrate:</p> <ul style="list-style-type: none"> ○ Strong time management skills ○ Strong and varied study strategies ○ Strong academic goal-setting 	
Socio-Emotional Campus Integration	<input type="checkbox"/> Actively engaged (weekly) with at least one organization on campus.	<input type="checkbox"/> Somewhat engaged (monthly) with at least one organization on campus.	<input type="checkbox"/> Not engaged with any organizations on campus.	
Socio-Emotional Self-Advocacy, Resources, & Support System	<input type="checkbox"/> Exhibits at least 3 : <ul style="list-style-type: none"> ○ Maintains a group of supportive peers with similar goals. ○ Has cultivated or is actively cultivating at least one relationship with a positive, supportive adult on campus ○ Effectively advocates for self without prompting ○ Is in regular and proactive contact with KTC advisor 	<input type="checkbox"/> Exhibits at least 2 : <ul style="list-style-type: none"> ○ Maintains a group of supportive peers with similar goals. ○ Has cultivated or is actively cultivating at least one relationship with a positive, supportive adult on campus ○ Effectively advocates for self without prompting ○ Is in regular and proactive contact with KTC advisor 	<input type="checkbox"/> Exhibits fewer than 2 : <ul style="list-style-type: none"> ○ Maintains a group of supportive peers with similar goals. ○ Has cultivated or is actively cultivating at least one relationship with a positive, supportive adult on campus ○ Effectively advocates for self without prompting ○ Is in regular and proactive contact with KTC advisor 	
Socio-Emotional Mental Health	<input type="checkbox"/> NONE : <ul style="list-style-type: none"> ○ High levels of stress and/or anxiety ○ Homesickness ○ Depression (Chronic or situational) ○ Social anxiety <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ○ Actively seeks mental health support 	<input type="checkbox"/> 1 (NOT seeking support) : <ul style="list-style-type: none"> ○ High levels of stress and/or anxiety ○ Homesickness ○ Depression (Chronic or situational) ○ Social anxiety 	<input type="checkbox"/> 2 or more (NOT seeking support) : <ul style="list-style-type: none"> ○ High levels of stress and/or anxiety ○ Homesickness ○ Depression (Chronic or situational) ○ Social anxiety 	



Third Semester Benchmark (2-Year)

Student: _____ College: _____ Date: _____

Category	Green	Yellow	Red	Notes/Follow-Up
Passion, Purpose & Plan On-Track Towards College & Career Plan	<input type="checkbox"/> Plan is up-to-date and is on-track to earn to earn A.A. and/or transfer within 4 semesters: <ul style="list-style-type: none"> ○ Current load of 14-16 units towards graduation or 17+ units with GPA of 3.0+ ○ All courses advance towards eventual goal (transfer or A.A.) ○ No concerns about next semester enrollment 	<input type="checkbox"/> Plan is mostly up-to-date and mostly on-track to earn to earn A.A. and/or transfer within 4 semesters: <ul style="list-style-type: none"> ○ Current load of 14-16 units towards graduation ○ Most courses advance towards eventual goal ○ No or minor concerns about next semester enrollment 	<input type="checkbox"/> No plan in place and/or not on track to earn to earn A.A. and/or transfer within 4 semesters: <ul style="list-style-type: none"> ○ Is registered part-time or not registered at all OR ○ Many courses don't advance towards eventual goal ○ Major concerns about next semester enrollment 	
Passion, Purpose & Plan Transfer Wish List & Application Plan	<input type="checkbox"/> Finalized or on track to finalize	<input type="checkbox"/> Mostly on track to finalize	<input type="checkbox"/> Not on track to finalize	
Financial Plan to Pay	<input type="checkbox"/> \$0 balance + a plan in place to cover incidentals	<input type="checkbox"/> Either \$0 balance or balance of less than \$2K with plan to cover balance + incidentals: <ul style="list-style-type: none"> ○ Summer job or work-study ○ Additional loans (total not exceeding \$5K per year) ○ Family payment plan ○ Financial Aid Appeal 	<input type="checkbox"/> Outstanding balance of over \$2K and shaky or non-existent plan in place to cover the bill and/or incidentals	
Financial Job/School Balance	<input type="checkbox"/> Working 0-10 hours a week	<input type="checkbox"/> Working 11-15 hours a week	<input type="checkbox"/> Working more than 15 hrs/wk	
Financial FAFSA Renewal	<input type="checkbox"/> Renewed FAFSA on time <i>and</i> completed applicable state aid forms	<input type="checkbox"/> Plans to renew FAFSA on time <i>and</i> plans to complete applicable state aid forms where necessary but some concerns	<input type="checkbox"/> Low confidence that student will renew FAFSA and/or complete state aid forms on time Or Not eligible for state or federal aid	

Academics GPA	<input type="checkbox"/> GPA is or is on track to be at least 3.0	<input type="checkbox"/> GPA is or is on track to be between 2.0 and 3.0	<input type="checkbox"/> GPA is or is on track to be below 2.0	
Academics Strong Study Habits	<input type="checkbox"/> Exhibits at LEAST : <ul style="list-style-type: none"> ○ Near-perfect attendance ○ Near-perfect homework and reading completion (90-100%) <p>Plus at least TWO of the following:</p> <ul style="list-style-type: none"> ○ Strong time management and planning skills ○ Strong and varied study strategies ○ Strong academic goal-setting 	<input type="checkbox"/> Exhibits at LEAST : <ul style="list-style-type: none"> ○ Near-perfect attendance ○ Near-perfect homework and reading completion (90-100%) <p>Plus at least ONE of the following:</p> <ul style="list-style-type: none"> ○ Strong time management skills ○ Strong and varied study strategies ○ Strong academic goal-setting 	<input type="checkbox"/> Exhibits 1 or none : <ul style="list-style-type: none"> ○ Near-perfect attendance ○ Near-perfect homework and reading completion <p>AND/OR does not demonstrate:</p> <ul style="list-style-type: none"> ○ Strong time management skills ○ Strong and varied study strategies ○ Strong academic goal-setting 	
Socio-Emotional Campus Integration	<input type="checkbox"/> Actively engaged (weekly) with at least one organization on campus.	<input type="checkbox"/> Somewhat engaged (monthly) with at least one organization on campus.	<input type="checkbox"/> Not engaged with any organizations on campus.	
Socio-Emotional Self-Advocacy, Resources, & Support System	<input type="checkbox"/> Exhibits at least 3 : <ul style="list-style-type: none"> ○ Maintains a group of supportive peers with similar goals. ○ Has cultivated or is actively cultivating at least one relationship with a positive, supportive adult on campus ○ Effectively advocates for self without prompting ○ Is in regular and proactive contact with KTC advisor 	<input type="checkbox"/> Exhibits at least 2 : <ul style="list-style-type: none"> ○ Maintains a group of supportive peers with similar goals. ○ Has cultivated or is actively cultivating at least one relationship with a positive, supportive adult on campus ○ Effectively advocates for self without prompting ○ Is in regular and proactive contact with KTC advisor 	<input type="checkbox"/> Exhibits fewer than 2 : <ul style="list-style-type: none"> ○ Maintains a group of supportive peers with similar goals. ○ Has cultivated or is actively cultivating at least one relationship with a positive, supportive adult on campus ○ Effectively advocates for self without prompting ○ Is in regular and proactive contact with KTC advisor 	
Socio-Emotional Mental Health	<input type="checkbox"/> NONE : <ul style="list-style-type: none"> ○ High levels of stress and/or anxiety ○ Homesickness ○ Depression (Chronic or situational) ○ Social anxiety <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ○ Actively seeks mental health support 	<input type="checkbox"/> 1 (NOT seeking support) : <ul style="list-style-type: none"> ○ High levels of stress and/or anxiety ○ Homesickness ○ Depression (Chronic or situational) ○ Social anxiety 	<input type="checkbox"/> 2 or more (NOT seeking support) : <ul style="list-style-type: none"> ○ High levels of stress and/or anxiety ○ Homesickness ○ Depression (Chronic or situational) ○ Social anxiety 	



Fourth Semester Benchmark (2-Year)

Student: _____ College: _____ Date: _____

Category	Green	Yellow	Red	Notes/Follow-Up
Passion, Purpose & Plan On-Track Towards College & Career Plan	<input type="checkbox"/> Plan is up-to-date and is on-track to earn to earn A.A. and/or transfer within 4 semesters: <ul style="list-style-type: none"> ○ Current load of 14-16 units towards graduation or 17+ units with GPA of 3.0+ ○ All courses advance towards eventual goal (transfer or A.A.) ○ No concerns about next semester enrollment 	<input type="checkbox"/> Plan is mostly up-to-date and mostly on-track to earn to earn A.A. and/or transfer within 4 semesters: <ul style="list-style-type: none"> ○ Current load of 14-16 units towards graduation ○ Most courses advance towards eventual goal ○ No or minor concerns about next semester enrollment 	<input type="checkbox"/> No plan in place and/or not on track to earn to earn A.A. and/or transfer within 4 semesters: <ul style="list-style-type: none"> ○ Is registered part-time or not registered at all OR ○ Many courses don't advance towards eventual goal ○ Major concerns about next semester enrollment 	
Passion, Purpose & Plan Transfer Applications Complete (Mark Unknown if Not Transferring)	<input type="checkbox"/> Completed or on track to complete	<input type="checkbox"/> Has not completed; mostly on track with some concerns	<input type="checkbox"/> Not on track to complete	
Passion, Purpose & Plan Career Development Plan	<input type="checkbox"/> Exhibits 3 or more : <ul style="list-style-type: none"> ○ Narrowed career fields of interest to two ○ Visited career center at least once to seek support ○ Clear sense of personal strengths and areas for growth ○ Participates(ed) in internship or other prof. dev. opportunity 	<input type="checkbox"/> Exhibits at least 2 of the "green" behaviors	<input type="checkbox"/> Exhibits fewer than 2 of the "green" behaviors	
Financial Job/School Balance	<input type="checkbox"/> Working 0-10 hours a week	<input type="checkbox"/> Working 11-15 hours a week	<input type="checkbox"/> Working more than 15 hrs/wk	

Financial Plan to Pay	<input type="checkbox"/>	\$0 balance + a plan in place to cover incidentals	<input type="checkbox"/>	<i>Either \$0 balance or balance of less than \$2K</i> with plan to cover balance + incidentals: <ul style="list-style-type: none"> ○ Summer job or work-study ○ Additional loans (total not exceeding \$5K per year) ○ Family payment plan ○ Financial Aid Appeal 	<input type="checkbox"/>	Outstanding balance of over \$2K and shaky or non-existent plan in place to cover the bill and/or incidentals	
Academics GPA	<input type="checkbox"/>	GPA is or is on track to be at least 3.0	<input type="checkbox"/>	GPA is or is on track to be between 2.0 and 3.0	<input type="checkbox"/>	GPA is or is on track to be below 2.0	
Academics Strong Study Habits	<input type="checkbox"/>	Exhibits at LEAST: <ul style="list-style-type: none"> ○ Near-perfect attendance ○ Near-perfect homework and reading completion (90-100%) Plus at least TWO of the following: <ul style="list-style-type: none"> ○ Strong time management and planning skills ○ Strong and varied study strategies ○ Strong academic goal-setting 	<input type="checkbox"/>	Exhibits at LEAST: <ul style="list-style-type: none"> ○ Near-perfect attendance ○ Near-perfect homework and reading completion (90-100%) Plus at least ONE of the following: <ul style="list-style-type: none"> ○ Strong time management skills ○ Strong and varied study strategies ○ Strong academic goal-setting 	<input type="checkbox"/>	Exhibits 1 or none: <ul style="list-style-type: none"> ○ Near-perfect attendance ○ Near-perfect homework and reading completion AND/OR does not demonstrate: <ul style="list-style-type: none"> ○ Strong time management skills ○ Strong and varied study strategies ○ Strong academic goal-setting 	
Socio-Emotional Mental Health	<input type="checkbox"/>	NONE: <ul style="list-style-type: none"> <input type="checkbox"/> High levels of stress and/or anxiety <input type="checkbox"/> Homesickness <input type="checkbox"/> Depression (Chronic or situational) <input type="checkbox"/> Social anxiety OR <ul style="list-style-type: none"> <input type="checkbox"/> Actively seeks mental health support 	<input type="checkbox"/>	1 (NOT seeking support): <ul style="list-style-type: none"> <input type="checkbox"/> High levels of stress and/or anxiety <input type="checkbox"/> Homesickness <input type="checkbox"/> Depression (Chronic or situational) <input type="checkbox"/> Social anxiety 	<input type="checkbox"/>	2 or more (NOT seeking support): <ul style="list-style-type: none"> <input type="checkbox"/> High levels of stress and/or anxiety <input type="checkbox"/> Homesickness <input type="checkbox"/> Depression (Chronic or situational) <input type="checkbox"/> Social anxiety 	