



Clarendon College

# User's Manual

Dr. Marsha Fralick  
[marsha.fralick@gcccd.edu](mailto:marsha.fralick@gcccd.edu)

**Instructor Manual:** <http://www.collegesuccess1.com>

**Faculty Access:** <http://www.collegescope.com/clarendoncollege>

**Student Access:** <http://www.collegescope.com/ccs/clarendoncollege>

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# Overview

## What is the CollegeScope Student Success Program?

CollegeScope is a highly successful first-year seminar. The course combines an interactive, online textbook with classroom instruction, as well as statistically accurate assessments in personality type and learning styles. CollegeScope empowers its students by giving them critical knowledge about themselves so they can take charge of their own success, while at the same time, providing college staff with the information they need to offer meaningful guidance and support.

## Features of the CollegeScope Student Success Program

### Do What You Are Personality Assessment (DWYA)

The program begins with the Do What You Are<sup>®</sup> Personality Type and Career Interest Assessment which is a statistically accurate representation of a student's personality type. Personality type is a central theme throughout CollegeScope and each e-text is personalized based on the students' personality types.

### The PEPS Learning Style Inventory

The Productivity Environmental Preference Survey (PEPS) measures twenty different learning preferences. Knowledge of learning style preferences helps students to identify how they learn best. The e-text is also personalized for each student based on their learning style.

### Measure Your Success

The Measure Your Success is a pre and post test that measures all the course objectives.

### Interactive Features

The e-text contains a short portion of text and then has interactive features that keep students involved in learning.

### Quizzes

Short quizzes are spaced periodically through the chapters. These quizzes help students with reading comprehension or can be used as an evaluation tool. Students are provided with immediate results on the quizzes. After completing the quiz, students can also click on the question and get the correct answer along with an explanation.

## **Electronic Journals**

After each short portion of the text, students are asked to make a short paragraph journal entry about how they can apply the information learned to their future success.

## **Interactive Activities**

The e-text includes checklists, rating scales and self-assessments that engage students in learning. Immediate feedback is provided for each activity.

## **Online Portfolio**

The online portfolio contains the Do What You Are and Peps profiles. It also contains quiz results, summaries of interactive activities, and all entries for the electronic journals. It also lists careers that students have selected for exploration.

## **Tools for Faculty**

Faculty are provided with the tools to assess student progress at any time to provide early intervention to maximize student success. Here are the faculty tools available on CollegeScope:

- Add students to your class.
- Access student portfolios including their assessment profiles, quizzes, activities and online journal. The portfolio includes dates that these activities were completed.
- Create groups within your class.
- Search for students by student ID or last name.
- View all CollegeScope students in your college database.
- Choose to receive alerts based on assessment answers that may put students at risk for college success.
- Choose to receive notification of assignment completion.
- Take the Do What You Are assessment.
- Take the PEPS assessment.
- Contact other faculty using CollegeScope Student Success Program
- Find contact information for CollegeScope
- Find answers to frequently asked questions (FAQ)

# Getting Started

## Setting up your account for the first time

Your Human eSources representative will request information from you that will allow us to customize the CollegeScope Student Success Program for your institution. We will also help you configure your account options to match your requirements. These options can include re-ordering the chapters, deleting chapters, and more.

### How to log in

As program administrator, you will receive our “Welcome Email” that provides you with access to the program for the first time. By following the directions in the email you will be able to login to the CollegeScope Student Success Program, provide your security information, and establish your personal administrative account

### How to get help

The best way to get technical and program support is by emailing us at [support@humanesources.com](mailto:support@humanesources.com). You can also call your sales representative, or, you can call 860-295-1500.

### Helping your students to log in

*To access the program for the first time your students go to*

1. <http://www.collegescope.com/ccs/clarendoncollege>
2. Click the “Register Here” button on the left side of the screen
3. Register and pay for the program.

*After registering for the program for continued access your students will go to*

- o <http://www.collegescope.com/ccs/clarendoncollege>
- o Enter their email address and password

### What if students forget their passwords?

If students forget their password they can click the “Forgot Password” link from the login page, OR

You can set their passwords for them by

1. Clicking “All Students” from your homepage
2. Find their name and click on it
3. On their portfolio page there is a link on the right to “Set Password”

4. Give the student the password you created for them. They can change this password when they log in. Remind students to write down the password they have created.

## **Begin With Self Assessment**

The Student Success Program begins with a pretest consisting of 100 items that cover the main objectives of the course. Results are presented in the form of a bar graph in Chapter 1, Understanding Motivation. This assessment will also be placed at the end of the program and serve as a post test. A comparison with the pretest will be provided. The post test will be available fall 2008.

## **Do What You Are (DWYA)**

### **Administering the Personality Assessment: Do What You Are**

The results of the DWYA are used throughout the Student Success Program to help students understand major and career choice, learning style, communication style and enhance personal development. The results of this assessment are used to personalize the material in Chapter 2, Exploring Personality and Major. To get the best results from this inventory, it is helpful to explain what the test is about and how it will be used. Most students will finish this inventory in 20 to 30 minutes. These results are used throughout the Student Success Program, so getting the most accurate results is important.

It is helpful to give some history of how the inventory was developed and the idea of preference. The DWYA is based on the theories of Carl Jung, a Swiss psychologist (1875-1961), who theorized that we are born with natural preferences which we develop over a lifetime. To introduce the idea of preferences, ask students to sign their name on a sheet of paper. Ask them how it felt. Most will say that it is easy and natural. Then ask them to sign their name with their left hand and ask them to describe how it felt. They can do it, but it is more awkward and requires more thinking to do it. This is an example of inborn preference.

The DWYA is a practical application of Carl Jung's theory and assesses personality types of students based on typical college situations or scenarios. These scenarios are easy to read and students can readily identify with them. Statistical validation of this assessment is available in the appendix to this document.

Here are some tips for administering the assessment and helping students to get the best results:

- Personality type is a theme used throughout the Student Success Program. It is important that the assessment results are accurate. Choose a time for the assessment when you are not tired or rushed to complete it. The knowledge you will gain from this assessment will be valuable for the rest of your life.
- This assessment is not a test! There are no right or wrong or good or bad answers to the questions on DWYA. Each person has a unique personality with their own gifts and talents. Knowing your gifts and talents will be helpful in understanding yourself and selecting your college major.
- This assessment does not measure psychological or emotional health or intelligence.
- Be honest with your answers and answer them according to how you usually are when you are not stressed. Do not answer the questions:
  - How you want to be
  - How you have to be at work or at home
  - How others want you to be
- Do not take too long on each question or overanalyze them. Answer what comes to mind first.

## **The Career Interest Survey**

The Career Interest Survey is included in DWYA and is completed at the end of the personality section of the assessment. Careers that match the students' interests and personality types are provided with links to a data base of career information. The career data base provides the following information:

- Career descriptions
- Tasks
- Knowledge, skills and abilities
- Work activities
- Wage information
- National employment trends
- Related occupations

For most occupations, students can view a video showing people working in the career they choose to research.

## **Do What You Are Handbook**

The DWYA Handbook is located in the Appendices to this document and includes important information for faculty to read and understand in order to interpret the DWYA results. It includes the following:

- Overview of the assessment
- The four dimensions of personality type

- Working with different students
- “What if” situations working with students
- Resource Materials
- Profiles of the 16 personality types

## Interpreting the Results of DWYA

It is suggested that you begin the interpretation of DWYA by explaining the four dimensions of personality type and asking students to do a self-assessment. Be careful not to bias your explanation based on your personality type. As you provide a description of the four dimensions, have your student place an X on the line to show their preferences:

### How we interact with the world and where we place our energy

(E) Extraversion \_\_\_\_\_ | \_\_\_\_\_ Introversion (I)

### The kind of information we naturally notice and remember

(S) Sensing \_\_\_\_\_ | \_\_\_\_\_ Intuition (N)

### How we make decisions

(T) Thinking \_\_\_\_\_ | \_\_\_\_\_ Feeling (F)

### Whether we prefer to live in a more structured or in a more spontaneous way

(J) Judging \_\_\_\_\_ | \_\_\_\_\_ Perceiving (P)

A student worksheet with the above information is available in the Instructor Manual in Chapter 2, Exploring Your Personality and Major.

Follow the self-assessment with an examination of the DWYA results. Some of your students will find that their self-assessed results differ from the DWYA profile. Results on the DWYA are based on how students answered the questions on the assessment. Here are some questions for discussion:

- Did you answer the questions about how you usually are or how you want to be? Remember that each type has his or her own unique gifts and talents.

- Did you answer the questions based on how you act at home, work or at school? Different environments may require that we act in a different way than what we prefer.
- Are you in a stressful period in your life and going through many changes? This may cause us to question our preferences.
- Are there some preferences commonly viewed by society as more desirable? For example, there are more extraverts than introverts in society. As a result, it is often seen as less desirable to be an introvert. What are the strengths of each type? Can you think of examples of careers where being an extravert or an introvert would be an advantage?

The DWYA provides the opportunity for students to do some self-assessment. When students do not indicate a clear preference for one type or another, they are given two personality descriptions and asked to choose which one is most like them. For this reason, the type on the profile and the bar graph may not match. The bar graph on the profile indicates the results of the students' choices on the assessment. The personality type is what the student has chosen after the assessment is completed.

Reassure students that they can decide on their type. Any assessment, even though it is valid and reliable, is just a tool to help students think about their type. Classroom exercises may help students to clarify their thinking about their type.

## Resources

See the Instructor Manual for Chapter 2, Exploring your Personality and Major, for classroom exercises and activities to help students clarify their thinking about personality type.

See the Appendix for the Psychometric Report on DWYA. It contains statistical analysis of the assessment and information on validity and reliability.

## The Productivity Environmental Preference Survey (PEPS)

The PEPS learning style inventory measures how students learn best. This comprehensive inventory measures preferences in 20 different areas including:

- Perceptual preferences
  - Auditory
  - Visual
  - Tactile
  - Kinesthetic
- Immediate Environment
  - Sound

- Heat
- Light
- Design (formal or informal)
- Emotionality
  - Motivation
  - Responsibility
  - Persistence
  - Structure
- Sociological
  - Self oriented
  - Peer oriented
  - Adult oriented
- Physical
  - Time of day
  - Food intake
  - Mobility

Each preference is explained in detail in the PEPS profile which is generated for each student. It is suggested that faculty take the PEPS and read over the profile to gain a personal understanding of this assessment and the factors affecting learning style. Once the PEPS has been taken, you can access the profile on your Instructor Home Page.

This assessment, first created at St. John's University in the mid-1970's, has extensive research on effectiveness and implications for educational practice. To see a summary of this research and applications, visit: <http://www.pricsys.com/>

## Administration of the PEPS

The PEPS Learning Style Inventory is completed at the beginning of CollegeScope. Explain to students that the purpose of the inventory is to discover how they learn best. This information will be helpful in working on challenging tasks or new or difficult material in college and in continued learning in adult life. There is nothing good or bad about any of the scores on the profile. They just describe the kind of environment in which students prefer to work or learn. Like a fingerprint, everyone has a unique style, and it is important to know what that style is.

The inventory consists of 100 rating items. Most students will complete the PEPS in 20-30 minutes. It is recommended that students take the assessment when they are not tired and have plenty of time to complete it. Here are some points to stress when giving students directions for taking the PEPS:

- Answer quickly by giving your initial response. There is no need to spend time analyzing each response.
- Answer as though you are learning **new or difficult material**.
- The inventory is not a test. There are no right or wrong answers. The inventory will help you to understand how you learn best.

## Interpretation of the PEPS

The results of the PEPS Learning Style Inventory are available immediately and are included in the Student Portfolio. The results of this inventory are also used to personalize the material in the chapter on learning style and intelligence. The learning style profile includes the PEPS Learning Style Inventory Preference Summary Chart that is easy to read. Strong preferences have scores that are 60 or higher or 40 or lower and are shaded in green. Usually students will have 6 or 7 factors that are important to them and have a significant impact on how they learn. Scores between 40 and 60 indicate no preference and are shaded in gray. Each preference is explained in detail along with suggestions for improving learning based on the preference.

It is suggested that faculty review the learning style charts of the students in the class to match as much as possible the teaching strategies and the learning style of students in the class. If there are a variety of learning styles, vary the teaching techniques to match all of the possible learning styles. Consider varying classroom projects to match different learning styles. For example, a final project could be accepted as a written paper, a visual presentation, an audio presentation or a community service project.

It is suggested that students summarize the results of the inventory by writing a description of their learning style including their ideal learning environment. Classroom exercises that help students to clarify their learning style and related learning strategies are included in the Instructor Manual in Chapter 3, Learning Style and Intelligence.

## The Online Portfolio

The online student portfolio consists of the following:

- **My Chapters**  
The student accesses the chapters in the Student Success Program by clicking on My Chapters. As students read the online material, they participate in exercises, take quizzes and write their electronic journals. Both the student and the faculty member have access to this portfolio.
- **My DWYA Report**  
Students can view and print their DWYA profile and report.
- **Careers Matched to Me**  
Students can view the careers that match their interests and personality types.
- **All Careers**  
All careers in the data base are listed here. Students can add them to "Careers Matched to Me."
- **Change My Password**

Students can change their passwords at any time.

- **Contact Information**

Information is available to contact HumanResources for assistance.

## **Suggestions for Using the Online Portfolio**

At the beginning of the Student Success Program, show the students the Online Portfolio and the features provided. Let them know that faculty have access to the Portfolio and can view all the features. Let students know about your expectations for completing the online portfolio, especially the quizzes and electronic journals.

The online quizzes can be used as an aid in reading comprehension or the grades can be counted in the course evaluation. Let students know that you will be checking the quiz grades and how they will be used. When students take the quiz, their first answer is recorded and they receive immediate feedback about whether their answer is correct or incorrect and information about why the answer is correct or incorrect. They cannot change their answers after they are recorded. However students can click on the other answers and read why they are correct or incorrect. Quiz results are provided in the online portfolio and can be viewed by both students and faculty.

The electronic journals provide an opportunity for students to read the material and to think about how they can apply it to be successful in college, careers and life. Most questions should be answered with a well-developed paragraph. Students cannot advance to the next page until they have completed the journal. Some students learn that they can do minimal work by just placing one character in the journal box and advancing to the next page. It is suggested that faculty provide a model of what they expect on the journals. Answer the questions yourself and show them to students or use a student sample. Always ask students if they will give your permission to use a sample of their work as a model. Most students feel good about doing this. It is important to provide feedback to students on the first chapter of the program so that they know how to do quality work on the remaining chapters.

## **The Instructor Home Page**

The Instructor Home Page provides the tools for monitoring your students' success. Here are the tools provided:

- **My DWYA Report**

You may take the DWYA assessment and view your profile.

- **My PEPS Report**

You may take the PEPS assessment and view your profile.

- **My Chapters**  
View all the chapters in the Student Success Program.
- **All Staff**  
All staff is listed with contact information. Add new staff by using this function.
- **All Departments**  
Departments using the Student Success Program are listed and can be added.
- **My Groups**  
Set up groups of students in your class.
- **My Students**  
Students in your class are listed here. This is the function that you will use the most. You may add students to your class by clicking on “Add Student” and selecting a student from All Students. This may be necessary if your students purchased the College Success Program without knowing the instructor name.
- **Search Results**  
Find out how many students have completed the assessments. For example, if you want to find out how many students have completed the DWYA, select My Students and DWYA to see the students who have completed these assessments.
- **All Students**  
This is a list of all students in your college who have purchased the Student Success Program. If you are missing students in the My Students list, check this list and add them to your class.
- **Account Settings**  
Use this function to designate the account as a student or staff account.
- **My Preferences**  
With this function, you can choose to receive alerts which can help you to guide students in your class. When students are completing assessments or exercises and make responses that put the student at risk, you can receive a message about the student and the response made. You can also choose to receive notice of completed assignments, repeats needed on assessments, and view a list of recommended careers for each student on their DWYA report.
- **DWYA Counselor Handbook**  
View the handbook containing information about DWYA.
- **Contact Information**  
Information is provided on how to contact customer support and the address for HumanEsources.
- **Frequently Asked Questions**  
Answers to Frequently Asked Questions are provided.

# **Traditional, Blended and Online Options**

The Student Success Program may be successfully used in traditional, blended and online courses.

## **Traditional Classrooms**

The Student Success Program can be used in any traditional classroom. The program is used in place of the traditional textbook. By using the online program, students benefit from the many interactive features that are possible online and limited in traditional textbooks. Material in the online program is personalized for each student based on their personality type and learning style. An extensive database of careers is provided. Students learn material in short segments separated by interactive exercises, activities, quizzes and electronic journals.

## **Blended Classrooms**

Blended classrooms combine traditional classroom instruction with online instruction. Students complete the course content materials online and meet in the classroom for discussion, questions and interactive exercises. Since the course content is delivered online, the actual time in class is reduced. This option reduces the need for the traditional college lecture. Faculties focus their time on interacting with students.

## **Online Instruction**

This program is easily used in online instruction in conjunction with an online course management system such as Blackboard or other course management systems. The Student Success Program provides the course content and the course management system is used for posting course information, grading, uploading assignments, providing additional quizzes, online discussion and posting the course syllabus and calendar. The Instructor Manual provides information in each chapter for teaching online.

## **The Instructor Manual**

The Instructor Manual is located at: <http://collegesuccess1.com>  
Click on Faculty Resources.

Here are the items available in the Instructor Manual:

- Tips for New Instructors
- Tips for Engaging Students in Learning
- Interactive Classroom Exercises for each chapter in the Student Success Program

- Classroom Handouts
- Journal Entries
- Student Learning Outcomes
- Videos
- PowerPoint Slides
- Test Bank
- Internet Links for each topic in the Student Success Program
- Online Teaching Resources
- How to Develop a Syllabus
- Research on College Success

## The Course Syllabus

The first step in teaching a college success course is the preparation of the syllabus. Here are some steps to guide your preparation of the syllabus.

1. Include the course title, number of credits, room number, dates the course meets and your contact information.
2. Give students information on how to obtain the online CollegeScope Student Success Program. List any other required course materials such as the college catalog and schedule, if required.
3. List the dates the class will meet and the topics to be covered at each class meeting. Expect students to read the material being discussed before the class meets. If students have read the material to be discussed, the classroom interaction is more meaningful. This is also a good habit to teach college students in preparation for other classes. You can check the date of completion of the reading assignments on the online student portfolio.
4. Describe your grading system. Students need clear information about how they will be graded to avoid future problems or complaints.
5. List the course objectives in the form of student learning outcomes. The student will be able to . . . . .
6. List the major assignments and how they will be evaluated
7. Describe your attendance policy. Expect students to attend every class.
8. Provide models of expected work if appropriate. For example, include model answers for the journal entries.
9. Describe your expectations for classroom behavior.
10. Include a statement on academic accommodations for disabled students. Here is a suggested statement:

Academic accommodations are available for students with disabilities. Please identify yourself to your instructor and/or to Disabled Students Programs and Services staff so that the appropriate accommodations can be made.

Sample syllabi are included with Faculty Resources at <http://www.collegesuccess1.com>

## Frequently Asked Questions

1. What if a student started the program but cannot login again?  
When students access the program for the first time, they click the "Register Here" button on the login screen. Once registered, a student returning to the program should login with their email address and the password they selected during the registration process. If they try to access the program by clicking the "Register Here" button again, they will get an error message.
2. What web address do I give a student that needs to enroll in the Student Success Program?  
<http://www.collegescope.com/ccs/clarendoncollege>
3. How can I try Do What You Are and PEPS Learning Style Inventory for myself?  
Click "My DWYA Assessment" and "My PEPS Assessment" in your main menu. This will enable you to take Do What You Are and PEPS Learning Style Inventory for yourself (free of charge).

How do I get in touch with your customer support department?  
You can email us at [support@humanesources.com](mailto:support@humanesources.com) or by calling 860-295-1500.

# Appendix



Self Discovery Assessment

## **Statistical Analysis**

August, 2002

An Independent Study By:  
Jerry MacDaid  
2724 SW 14th Drive  
Gainesville, Florida 32608

## Report on the Do What You Are assessment

This report summarizes the methods and the findings of research conducted on the psychometric properties of the Do What You Are assessment. Analysis began with a data set of 11,028 (54%) females and 9,385 (56%) males, combining into a total group of 20,413. The sample is an international sample of young adults from thirty five states and four countries. The states comprising the largest portion of the sample are California 17.5%, Connecticut 15.8%, Washington 12.7%, and Texas 10.2%; 14 states comprise between 9.0% and 1.0%, with the remaining 17 states under 1.0%. The four countries comprised 1.5%.

The other major variables of this sample are described below:

### SYSTEM

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Private	1906	9.3	9.3	9.3
Public	18507	90.7	90.7	100.0
Total	20413	100.0	100.0	

### FIT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very	11557	56.6	56.6	56.6
Mostly	7099	34.8	34.8	91.4
Somewhat	1489	7.3	7.3	98.7
Not	268	1.3	1.3	100.0
Total	20413	100.0	100.0	

Three different samples were drawn from this super ordinate sample for analysis. Two are ideal samples and one is a maximized sample.

The two ideal samples were created from this larger sample using three common criteria. These criteria were US residents, a reported accuracy of fit of mostly or very accurate, and the choice of type made by people with low scores matching the calculated type. This group was then used to build two samples, one male and one female, each with an equal number of each of the sixteen types. The sample sizes are limited by the sample size of the least frequently occurring type, For females that was ISTP (n=91) and for males it was ENFJ (n=119). The purpose of an equal number of each type is to eliminate any bias in the item analysis or test of independence that can be caused by an uneven type distribution. Males and females were run separately to look for gender differences in item responses.

The descriptive statistics for the females:

**SYSTEM**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private	178	12.2	12.2	12.2
	Public	1278	87.8	87.8	100.0
	Total	1456	100.0	100.0	

**FIT**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very	942	64.7	64.7	64.7
	Mostly	514	35.3	35.3	100.0
	Total	1456	100.0	100.0	

The descriptive statistics for the males:

**SYSTEM**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private	146	7.8	7.8	7.8
	Public	1726	92.2	92.2	100.0
	Total	1872	100.0	100.0	

**FIT**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very	1154	61.6	61.6	61.6
	Mostly	718	38.4	38.4	100.0
	Total	1872	100.0	100.0	

Parallel analyses were then conducted on these two samples: an item analysis, internal consistency using coefficient alpha, and independence of the scales.

The item analysis conducted was a Bayesian procedure which shows the predictive power in the form a probability for each choice of a question. Items are deemed predictive if both choices have at least a 0.66 probability of predicting to the preference. This threshold is more rigorous than what was used for the MBTI. Items listed in the weak category are above or close to the standard used with the MBTI. Items are also examined to make sure they do not have predictive power on any index other than the one they are assigned.

The results from the item analysis showed that the vast majority of items have predictive power only for the intended index. The specific probabilities for each item are attached. Gender differences averaged 0.02 for EI and SN and averaged 0.03 for T and J and 0.04 for F and P.

Next, an internal consistency analysis was performed to evaluate the reliability of each of the indices. The method employed was coefficient alpha. The minimum level of correlation for acceptable reliability is 0.60. The following tables show the coefficient alphas for females and males separately.

	Females	Males
EI	0.81	0.83
SN	0.73	0.74
TF	0.78	0.74
JP	0.82	0.81

These reliability coefficients fall into the good and very good ranges. The MBTI form G reliabilities are consistently above 0.85 with samples of this same size, while form M levels cluster in the low 0.90's. Split half reliabilities calculated on the MBTI form F and G range consistently in the low 0.80's for large samples and between the low 0.80's and high 0.70's for smaller samples.

The Do What You Are assessment is a much shorter instrument than the currently published versions of the MBTI. An appropriate comparison would be the reliabilities for MBTI form AV, a short lived shortened version of the MBTI with it's fifty most predictive items, designed to be a surrogate measure of type. Reliabilities were not originally calculated for form AV due to the lack of logical split half assignments for the items. A sample of 739 form G responses was used to calculate coefficient alpha for each scale of form AV. Those values ranged from 0.71 to 0.78, except JP which had only 0.52.

While the MBTI is the most frequently used Jungian Type instrument, other assessments have been developed to identify type. The Murphy-Meisgeier Type Indicator for Children (Murphy, E and Meisgeier, C, 1987) reports reliabilities in their Manual that range from 0.42 to 0.78 for seventh and eighth graders. The reliabilities for The Personality Profiler (Johnson, DA, 1995) range from 0.73 to 0.89 for students.

The last analysis is the independence of the scales. This procedure correlates each index to the others. The indices of a Jungian instrument should not correlate since the constructs are independent and separate ideas. Thus a correlation of the indices should not yield coefficients greater 0.30 in magnitude. Below are the results of the test of independence for females and males. These tables show that all correlations are below the 0.30 threshold. The highest is SN/JP, reaching above 0.20. Results of these analyses on the MBTI form G for adult and high school samples are very similar when also controlling for the type distribution by using an equal number of each type. Studies conducted with form M show similar finding on all intercorrelations except SN/JP which consistently exceed 0.40.

**Correlations**

		EICONT	SNCONT	TFCONT	JPCONT
EICONT	Pearson Correlation	1.000	-.044	.049	-.068**
	Sig. (2-tailed)	.	.096	.062	.009
	N	1456	1456	1456	1456
SNCONT	Pearson Correlation	-.044	1.000	.070**	.218**
	Sig. (2-tailed)	.096	.	.007	.000
	N	1456	1456	1456	1456
TFCONT	Pearson Correlation	.049	.070**	1.000	.035
	Sig. (2-tailed)	.062	.007	.	.181
	N	1456	1456	1456	1456
JPCONT	Pearson Correlation	-.068**	.218**	.035	1.000
	Sig. (2-tailed)	.009	.000	.181	.
	N	1456	1456	1456	1456

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Correlations**

		EICONT	SNCONT	TFCONT	JPCONT
EICONT	Pearson Correlation	1.000	-.064**	.014	-.043
	Sig. (2-tailed)	.	.006	.539	.060
	N	1872	1872	1872	1872
SNCONT	Pearson Correlation	-.064**	1.000	.080**	.223**
	Sig. (2-tailed)	.006	.	.001	.000
	N	1872	1872	1872	1872
TFCONT	Pearson Correlation	.014	.080**	1.000	.092**
	Sig. (2-tailed)	.539	.001	.	.000
	N	1872	1872	1872	1872
JPCONT	Pearson Correlation	-.043	.223**	.092**	1.000
	Sig. (2-tailed)	.060	.000	.000	.
	N	1872	1872	1872	1872

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The third sample drawn, called maximal, has the goal to provide the maximum sample size to examine these sample psychometric properties. Since the gender differences found in the last item analysis were minimal, this sample was randomly drawn from the entire sample. The type distribution again was the limiting factor since the sample needs to have an equal number of each of the sixteen types. The table shows the frequencies for each of the types. INTJ was the least frequently occurring type so a sample of 550 subjects was randomly drawn from each of the other types.

**type table order**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ISTJ	1201	5.9	5.9	5.9
	ISFJ	1344	6.6	6.6	12.5
	INFJ	841	4.1	4.1	16.6
	INTJ	551	2.7	2.7	19.3
	ISTP	799	3.9	3.9	23.2
	ISFP	1000	4.9	4.9	28.1
	INFP	2012	9.9	9.9	38.0
	INTP	1021	5.0	5.0	43.0
	ESTP	1178	5.8	5.8	48.7
	ESFP	1560	7.6	7.6	56.4
	ENFP	3196	15.7	15.7	72.0
	ENTP	1326	6.5	6.5	78.5
	ESTJ	1592	7.8	7.8	86.3
	ESFJ	1152	5.6	5.6	92.0
	ENFJ	992	4.9	4.9	96.8
	ENTJ	648	3.2	3.2	100.0
	Total	20413	100.0	100.0	

The descriptive statistic for the other variables follow:

**GENDER**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	4589	52.1	52.1	52.1
	Male	4211	47.9	47.9	100.0
	Total	8800	100.0	100.0	

**SYSTEM**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private	856	9.7	9.7	9.7
	Public	7944	90.3	90.3	100.0
	Total	8800	100.0	100.0	

**FIT**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very	4959	56.4	56.4	56.4
	Mostly	3073	34.9	34.9	91.3
	Somewhat	645	7.3	7.3	98.6
	Not	123	1.4	1.4	100.0
	Total	8800	100.0	100.0	

The item analysis procedure was repeated for this maximal sample with males and females combined. The item weights replicated the first analysis, with the absolute value of the differences averaging from 0.02 to 0.04 across the four indices.

This sample was also used to conduct an exploratory factor analysis. This analysis showed four unambiguous factors: JP, EI, TF, and SN. The first two factors had ten of the eleven items at the top of the unrotated factor with correlations above 0.35. The last two factors had all eleven items at the top but correlations fell as low as 0.20.

The internal consistency analysis was again performed using coefficient alpha to evaluate the reliability of each of the indices. The following table show the previously reported coefficient alphas for females and males separately compared to the results for this maximal sample.

	Females	Males	Maximal
EI	0.81	0.83	0.78
SN	0.73	0.74	0.68
TF	0.78	0.74	0.71
JP	0.82	0.81	0.78

The test for independence of the indices was repeated for this maximal sample. The table below shows that while the SN/JP correlation has increased by about 0.50, all correlations are below the 0.30 threshold.

**Correlations**

		EICONT	SNCONT	TFCONT	JPCONT
EICONT	Pearson Correlation	1.000	-.051**	.032**	-.067**
	Sig. (2-tailed)	.	.000	.003	.000
	N	8800	8800	8800	8800
SNCONT	Pearson Correlation	-.051**	1.000	.096**	.282**
	Sig. (2-tailed)	.000	.	.000	.000
	N	8800	8800	8800	8800
TFCONT	Pearson Correlation	.032**	.096**	1.000	.078**
	Sig. (2-tailed)	.003	.000	.	.000
	N	8800	8800	8800	8800
JPCONT	Pearson Correlation	-.067**	.282**	.078**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	8800	8800	8800	8800

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Goodness of fit data has been reported so far as one of the demographics showing the similarity of the samples. Here the subjects report the accuracy of the results. Thus fit can also be an approach to measure criterion validity. The table below shows that 91% of the sample report the psychological comfort of the fit of the type descriptions for their results to mostly or very comfortable.

The scoring of the Do What You Are assessment attempts to increase the accuracy by asking students to read different type descriptions and pick the better fitting description if they had very close scores on an index. The fit variable was examined by a variable call typesame, that is whether the subject picked the type as scored (four the same) or picked a type different than scored ( three or only two the same).

The statistically significant findings below show that people who picked the same type as scored by the assessment had the highest percentage of very good fit. Analysis of fit by each preference index and controlling for close scores shows that only the SN index had a significant difference with 55% of people picking the same preference on SN assessing finding the fit very good versus only 52% for the people picking a different preference on SN.

**FIT \* TYPESAME Crosstabulation**

% within TYPESAME

		TYPESAME			Total
		2	3	4	
FIT	Very	47.8%	51.6%	59.5%	56.6%
	Mostly	37.6%	38.2%	33.1%	34.8%
	Somewhat	11.9%	8.7%	6.3%	7.3%
	Not	2.6%	1.5%	1.1%	1.3%
Total		100.0%	100.0%	100.0%	100.0%

Studies of a parallel nature done with the MBTI measured percentage of agreement with MBTI results and a type chosen as the subjects best fit after a feedback session with a trained professional. and parallel to the Do What You Are assessment's approach to clarifying close scores. Studies show that on average 75% of people pick a type that matches their MBTI results.

In studies where participants were asked to pick a description blind to their results and without professional feedback, an average of 50% of subjects picked the same type description as their results predicted.

## Conclusions

These results show that the psychometric properties of the Do What You Are assessment instrument are indeed stable. They appear very good for a short assessment. The item probabilities average 0.75, which is very high. These weights are the equivalent to two point items of the MBTI form G and the percentage of items of this magnitude on the Do What You Are assessment outstrips the percentage on the MBTI.

The factor analysis supports the item analysis finding and shows that the item group with their respective scales. Further analysis here is continuing.

The reliability results are very respectable for an instrument with indices this short. While the longer MBTI scales achieve higher levels reliability due to their length, the Do What You Are assessment's reliabilities are quite respectable. The 0.10 difference in magnitude appears to be attributable to difference in the lengths of the scales. It is harder for a shorter measure to push people away from the midpoint. The Do What You Are assessment gains benefit from the additional predictive power of the items.

All the intercorrelations of the scales, except one, are well below the 0.30 threshold demonstrating virtually no overlap with each other. Only the SN/JP correlates somewhat close to the threshold in the low 0.20 range. The Do What You Are assessment benefits from the shorter scales which reduce the chances of getting higher correlations.

The validity test examining fit, while not the exact same test as performed with the MBTI, shows that the Do What You Are assessment has comparable results.

One unique approach taken by the Do What You Are assessment is that subjects with very close scores can examine descriptions and chose a type that they believe fits best. The comparison of reported goodness for subjects accepting their type results versus subjects picking another type show that people who agreed with their assessment reported the highest goodness of fit with the description.

While validation is a process, this study, with this very large sample, shows that the Do What You Are assessment has stable and admirable psychometric properties.