

# THE STUDY BEHAVIOR INVENTORY (SBI)

In response to faculty and staff feedback last year, student information from focus groups, the research of our QEP Summer Teams, and recent literature in the field of improving student learning, CTC will use the **Study Behavior Inventory (SBI)** rather than the Noel Levitz for our QEP Phase 2 institutional assessment. In short, the SBI will provide us a picture of our students' study behaviors so that we can make proactive plans to help them persist in college and become more successful learners.

Please read the attached information about this product ("[SBI Overview](#)"). We have a QEP Task Team working on planning and organizing the administration of this inventory to CTC students, worldwide ("[SBI Computer Locations](#)" indicates where the software will be loaded for students' access). While we will continue to enhance learning at CTC with Action Plans and Assessment Plans, the results of the SBI will provide for us, as an institution, a new topic(s) for Phase 2 QEP initiatives. Especially important for student success beyond our campus is self-responsibility for learning and development. We believe the SBI will help us help students take control of their learning at CTC and in any of their future endeavors.

## Product Overview

**The Study Behavior Inventory V2.0** is a computerized, forty-six item, self-report, diagnostic/prescriptive survey -- the result of more than ten years of research, development, and refinement. The instrument self-administers in thirteen minutes. The SBI then immediately analyzes, stores, prints and explains student percentile scores on three generic factors.

**Short-term Study Behaviors:** preparation for day-to-day routine tasks such as reviewing class notes and completing assigned readings.

**Long-term Study Behaviors:** carrying out specific long-range academic tasks such as completing projects, writing papers or preparing for final exams.

**Academic Confidence:** affective factors that influence a student's perception of self, e.g., self-esteem, locus of control, field dependence-independence.

In addition to percentile scores, the SBI prints and stores proficiency statements reporting the student's performance in eight specific areas relating to academic success: **Time Management, Study Reading General Study Habits, Listening & Note-taking, Writing, Test Anxiety, Test-Taking, and Faculty Relations**

Students complete it in a thirteen minute sitting. In addition to percentile scores, the SBI prints and stores proficiency statements reporting the student's performance in specific areas relating to academic success (see list above). Based upon a profile of these assessed behaviors, attitudes, and skills, a hard copy report directs the student to appropriate support services on your campus.

A unique feature of the program is its ability to retrieve, sort, analyze and print student scores as well proficiency profiles. Another component allows instant **statistical analysis** of the tested population.

This feature is useful in establishing **local norms, performing outcomes studies, and prioritizing student support offerings**.