A RESEARCH BRIEF FOR FACULTY, STAFF, AND STUDENTS
PREPARED BY THE INSTITUTIONAL RESEARCH OFFICE

2014 College Student Inventory

OVERVIEW OF CSI

According to Noel Levitz, Inc., a college community that fully dedicates itself to surpassing students' expectations for the living and learning environment will enjoy retention success…retention initiatives should be driven by a clear mission, strong leadership and a clear understanding of the situation at hand. In an effort to identify a student's strengths and needs MSU is committed to the Retention Management System (RMS) and the College Student Inventory (CSI) produced by Noel Levitz. The CSI is administered by the Office of Institutional Research (IR) during summer and fall CONNECT sessions and serves as an early intervention, early alert system based on students' self-reported information. The primary purpose of the RMS is to foster effective communication between students and their advisors. The RMS does this by use of the CSI tool that identifies students' needs, strengths, attitudes, motivational patterns, resources, coping mechanisms, and receptivity to intervention.

STUDENT DEMOGRAPHICS:

The CSI was administered to 351 incoming freshmen students in the summer and fall of 2014. The gender among CSI participants was dispersed disproportionately with 65.5% (230) female and 34.5% (121) male. A majority of the students were Caucasian (289; 82.3%), with the purpose for entering college to obtain a bachelor's degree (181; 51.6%). Decision to apply to college was made many months before by the majority of participants (313; 89.2%). Intentions of employment while enrolled at MSU was evident in that only 19.4% (68) students indicated that they had no plans to work during the fall semester. Sixteen percent (57) of the participants were first generation students, with neither father nor mother having any college experience.

LOCAL MEANS ON MAJOR SCALES:

The CSI instrument is designed to gather information on students in three main categories: academic motivation, general coping, and receptivity to aid. The table consists of the means for all the major CSI scales. The data are in the form of percentiles based on a national sample. A comparison to the national norm (which is the 50th percentile) for each scale is represented by gender and total percentages. There are five Local Means on Major Scales categories: Summary Observations, Academic Motivation, General Coping Skills, Receptivity, and Supplemental Scales.

Local Means on Major Scales	Females	Males	Total
Summary Observations			
Dropout Proneness	44.6	57.4	49.0
Predicted Academic Difficulty	38.4	43.0	40.0
Educational Stress	41.3	56.7	46.6
Receptivity to Institutional Help	43.5	45.2	44.1
Academic Motivations Scales			
Study Habits	56.1	41.2	51.0
Intellectual Interests	58.1	47.8	54.5
Verbal and Writing Confidence	53.6	45.0	50.6
Math and Science Confidence	47.3	53.2	49.3
Desire to Finish College	51.6	35.1	45.9
Attitudes Towards Educators	60.6	49.0	56.6
General Coping Scales			
Sociability	45.8	41.3	44.2
Family Emotional Support	59.2	53.7	57.3
Opinion Tolerance	49.0	46.0	48.0
Career Closure	57.9	45.2	53.5
Sense of Financial Security	61.2	59.9	60.8
Receptivity Scales			
Academic Assistance	45.0	45.0	45.0
Personal Counseling	47.6	52.6	49.3
Social Enrichment	48.4	42.7	46.4
Career Counseling	45.9	53.9	48.6
Financial Guidance	40.6	39.4	40.2
Supplemental Scales			
Internal Validity	7.0	6.9	6.9

Annual Outcomes Summary for the CSI is available on the IR website: CSI Annual Outcomes Summary 2009-2014

DROPOUT PRONENESS

MSU uses all reports generated by Noel Levtiz; the most frequently used is the Dropout Proneness report, which lists students with scores of 65 and higher. Supplementary information is given for predicted academic difficulty and receptivity to institutional help. Data collected from the CSI is currently used in MSU's Early Alert in conjunction with mid-term grading reports to identify students who may be at risk. The fall 2014 administration identified 120 (34%) of the incoming freshmen as "dropout prone" based on their responses regarding academic motivation and receptivity to assistance or advising. Using this information, the student success office on campus work to communicate with students and ensure academic success.

ACADEMIC ASSISTANCE

Another report often utilized by several offices on campus is the Students Needing Academic Assistance Report. This report provides a list of students and percentiles scores on predicted academic difficulty are 65 and higher. One form of supplementary information is given regarding students' receptivity to academic assistance. In addition, information is given about specific needs in six academic areas (with low percentiles scores indicating high need). The needs scale include study habits, intellectual interests, verbal and writing confidence, math and science confidence, desire to finish college, and attitude towards educators. The fall 2014 administration identified 77 (22%) of the incoming freshmen in needs of academic assistance based on their responses to predicted academic difficulty and self-reported academic abilities. Overall, the CSI serves as a useful tool to assist incoming freshmen student in achieving academic success. MSU utilizes the survey tool in many capacities across campus and intends to continue the use of the survey reports in the future as well as identify other areas that the data compiled could be useful.

ADVISOR/COUNSELOR REPORT

Advising is a process involving much more than scheduling and signatures. At its heart, advising is an ongoing relationship. Advisement should provide students with a person to whom they can turn with confidence when they need help. The success of any advising effort depends primarily on its advisors and their commitment to their advisees. Spring 2013 individuals from the IR office and the Advising office attended department meetings across the MSU campus providing information on the usefulness of the CSI results in relation to academic advising. The Advisor / Counselor Report provides a summary of each student's academic motivation, as well as a minimum of seven specific recommendations for each student. Recommendations range from "get help with writing skills" to "discuss emotional tensions with a counselor". The strength of each recommendation is indicated by its priority score. Advisors are asked to study the student profiles thoroughly to identify the pattern of students' strengths and needs. Advisors then set up an appointment to meet with each student during the first three weeks of the term.

The Office of Institutional Research (IR)

IR develops and maintains a campus data warehouse that serves as the source of official MSU data. IR is responsible for developing systems to ensure that campus analytical and planning data requirements are met, as well as providing the necessary information to support executive level decision-making.

Various reports are available on the IR website:
http://www.minotstateu.edu/instplan/index.shtml
- Factbook
- Department Enrollment Reports
- Research Briefs and Research Reports
- Official Enrollment Reports

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