The College Student Inventory (CSI) of the Noel Levitz Retention Management System is a measurement tool that collects data on student's self-reported academic, personal, and social experiences. The CSI information assists students in reflection of their college expectations. Minot State University (MSU) has administered the CSI to incoming freshmen during summer orientation since 2004. Based on the responses provided by the students, Noel Levitz generates three reports, an individual student report, an academic advisor report and the overall institutional report. The CSI contains 100 Likert Scale items ranging from 1 to 7, with 1 equaling "*not true at all*" and 7 equaling "*completely true*." Factor scores were generated on 17 attributes and were converted to a standard score with a mean of 50 and a standard deviation of 10. Student responses to these items are summarized within 3 major scales that contain the 17 attributes. The three major scales identified are academic motivation, general coping, and receptivity. The CSI tool has proven to be useful in identifying incoming student's college preparedness, their individual academic and personal needs. The data collected on this tool is helpful in identifying dropout prone students and is utilized by various offices across campus, to include the Student Success Center, the Center for Engaged Teaching and Learning (CETL), and the POWER Office.

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 510 incoming freshmen students in the summer and fall of 2011. The gender among CSI participants was dispersed rather evenly with 56% (284) female and 44% (226) male. A majority of the students were Caucasian (432; 85%), with the purpose for entering college to obtain a bachelor's degree (293; 57%). Decision to apply to college was made many months before by the majority of participants (444; 87%). Intentions of employment while enrolled at MSU was evident in that only 21% (105) students indicated that they had no plans to work during the fall semester. Nearly 70% (359) of the participants were first generation students, with neither father nor mother having any college experience.

LOCAL MEANS ON MAJOR SCALES

The CSI tool is designed to gather information on students in three main categories. The three major categories are academic motivation, general coping, and receptivity to aid. The table consists of the means for all major CSI scales. The data are in the forms of percentiles based on a national sample. A comparison to the national norm (50th percentile) for each scale is represented by gender below.

Local Means on Major Scales	Females	Males	Total
Summary Observations			
Dropout Proneness	51.8	60.9	55.8
Predicted Academic Difficulty	41.6	46.6	43.8
Educational Stress	42.6	55.7	48.4
Receptivity to Institutional Help	41.1	41.1	41.1
Academic Motivations			
Study Habits	53.5	41.8	48.4
Intellectual Interest	54.7	41.8	49.0
Verbal and Writing Confidence	47.9	44.3	46.3
Math and Science Confidence	43.7	54.3	48.4
Desire to Finish College	50.5	36.1	44.1
Attitude Toward Educators	61.3	50.3	56.4
General Coping Skills			
Sociability	50.5	48.7	49.7
Family Emotional Support	56.5	53.1	55.0
Opinion Tolerance	48.9	43.9	46.7
Career Closure	55.4	43.1	50.0
Sense of Financial Security	59.2	56.9	58.2

Local Means on Major Scales	Females	Males	Total
Receptivity			
Academic Assistance	43.3	41.7	42.6
Personal Counseling	46.3	50.1	48.0
Social Enrichment	44.8	38.9	42.2
Career Counseling	43.2	44.9	44.0
Financial Guidance	40.4	42.3	41.2
Supplemental Scales			
Internal Validity	7.0	6.9	6.9

Note: The statistics for all scales except internal validity were computed from percentile scores. For all of the scales, the national norm is the 50th percentile. High scores indicate levels of the characteristic described in the scale name (e.g. a high score in desire to finish college means that the group was above the average in desire to finish college). The statistics for internal validity were computed from raw scores (ranging from 0 to 7).

MSU uses all reports generated by Noel Levitz; 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 2011 administration identified 43% of the incoming freshmen as "dropout prone" based on the responses regarding academic motivation and receptivity to assistance or advising. Using this information, the student success offices on campus work to communicate with the students and ensure their academic success.

Another report often utilized by several offices on campus is the Students Needing Academic Assistance report. This report provides a list of students and percentile 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 percentile 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 2011 administration identified 26% of the incoming freshmen in need 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 students 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.

For questions regarding the CSI survey or other surveys conducted on campus as part of the North Dakota University System accountability mandates please contact the Office of Institutional Research.