

CSI Data Analysis Summary¹

Fall 2011 Analysis of the Fall 2006 Freshman Cohort

Executive Summary

The College Student Inventory (CSI)² was administered in the Fall of 2006 to 159 incoming freshmen. The CSI identifies the strengths and weaknesses of incoming freshmen as well as their receptivity to intervention during their first term. The data gathered from this inventory was analyzed to check for correlations among various categories to determine if, and how, one category impacted another.

The summary is divided into two parts. The first part deals with the entire 159 incoming freshmen cohort. This section gathered and analyzed the data from the entire Fall 2006 incoming freshmen cohort. The only findings of any significance that were not necessarily expected included:

- (1) While transfer students had a slightly higher desire to finish college, first-time freshmen had a slightly higher graduation rate.
- (2) For those who did not graduate, transfer students were more likely to be academically dismissed or withdraw while first-time freshmen were more likely to just not return.
- (3) Moreover, those who did not graduate were more likely to be on academic probation, regardless of incoming status. All those who eventually graduated were never placed on academic probation during their time at LBC.

The second part analyzes the data from students who were identified as being “Academically At Risk”³. This data was analyzed separately to determine if there were any greater correlations for at risk students than the cohort as a whole. The only findings of any significance that were not necessarily expected included:

- (1) There was also a moderate correlation between GPA upon graduation and the students desire to discuss personal relationships, emotional stress and unhappy feeling with a counselor as well as receptivity to personal counseling. In other words, those more open to counseling tended to earn higher GPAs.
- (2) There was also a moderate correlation between incoming status (First-Time Freshmen or a Transfer Student) and the desire to finish college. Those who transferred in from another institution had a slightly higher desire to finish college than first-time freshmen.

¹. Report prepared by Jack Stewart, Research Assistant, Office for Institutional Effectiveness.

² The CSI identifies the individual strengths and challenges for incoming freshmen, as well as their receptivity to interventions, early in the first term.

³. “Academically At Risk” is defined as acceptance below the stated required admission criteria.

Correlation Criteria

The College Student Inventory (CSI) was administered to 159 Fall 2006 incoming freshmen. The data was analyzed to check for correlations among various categories. The strength and significance of the coefficient was rated using the following scale:

- +/- 0.0 to 0.2 Very weak to negligible correlation
- +/- 0.2 to 0.4 Weak, low correlation (not very significant)
- +/- 0.4 to 0.7 Moderate correlation
- +/- 0.7 to 0.9 Strong, high correlation
- +/- 0.9 to 1.0 Very strong correlation

The data which had “very strong” or “strong, high correlation” was highlighted and reported herein along with moderate correlations concerning GPA.

Part 1: All Incoming Freshmen from The fall 2006 Cohort

Very strong correlations

All identified very strong correlations were either expected or obvious. For example, students who sought help with certain academic skills were more receptive to academic assistance. Furthermore, where students were open to discuss an issue with a counselor, they were open to discuss more issues with a counselor. Finally, where students sought to discuss the job market and occupations, they were receptive to career counseling. While there were some very strong correlations from the data, there were none that were not expected or obvious. There were no very strong negative correlations.

Strong/high correlations

There were numerous correlations among students desire to get help with various skills and habits. For the most part, if a student sought help in one area, he or she was likely to ask for assistance in other areas as well. Likewise, there were numerous correlations among students desire for counseling. For the most part, if a student sought counseling in one area, he or she was likely to ask for assistance in other areas as well. This also correlates with the findings in the very strong correlations. Student’s finances created several expected or obvious correlations in the data as well. There were strong correlations between finding a job and receptivity to financial assistance, obtaining loans or seeking scholarships.

There were also strong correlations among those questions regarding a student’s future finances as well; i.e. their concerns about a future occupation. Again, the observations here would be expected as well. Where students had a desire to discuss occupations and the job market, they were receptive to career counseling and seeking help selecting an academic program. Finally, as would be expected, there was a strong correlation between a student’s desire to get help meeting new friends and their desire to get information about student activities and clubs.

There was a very strong negative correlation between perceived academic difficulty and the students self-reported high school grades.

Moderate Correlations

Regarding GPA upon graduation, there were only moderate correlations with the students self-reported average senior year grades and their self-reported high school grades. About half of the students had a positive correlation between high school grades and their GPA upon graduation.

Part 2: Academically At Risk Students¹ from the Fall 2006 Cohort

Of the 159 incoming freshmen completing the CSI, 18 were classified as Academically At Risk¹. These students were analyzed separately to determine if there was any correlation between the data and their academic performance and position. The strength and significance of the coefficient was rated using the scale noted earlier in this report. Only data which had “very strong” or “strong, high correlation” was highlighted and reported herein along with moderate correlations concerning GPA.

Very Strong Correlations

As with earlier observations with the full cohort, the very strong correlations were either expected or obvious. When a student sought help in one area they typically sought it in others and were receptive to academic counseling. Also, when a student was open to discuss a problem with a counselor they were open to discuss various issues and receptive to personal counseling. They were also receptive to career counseling when they were open to discuss career and job related issues. There were no very strong negative correlations.

Strong/High Correlations

Just as with the full cohort, there were some strong/high correlations that were either expected or obvious. When students desired to get help with skills, they were receptive to academic assistance. Students who felt academic stress were more prone to discuss issues with a counselor. There was a correlation between finding work and obtaining financial assistance or counseling, as well as getting info on student activities and the desire to meet new friends. There was a strong correlation between dropout proneness and academic and educational stress as well as their family’s emotional support and their self-reported college preparation.

There were also several strong negative correlations. A strong negative correlation existed between:

(1) Self-reported high school grades and perceived academic difficulty. In other words, most of these at-risk students reported having low high school grades and, therefore, indicated they perceived they would experience academic difficulty in college.

¹. “Academically At Risk” is defined as acceptance below the stated required admission criteria.

(2) Opinion tolerance and academic and emotional stress. If they reported having a low opinion tolerance, they were more likely to report higher academic and emotional stress, with the opposite being true as well.

(3) Math and science confidence and desire to get help with various skills. If they reported having low confidence in their math and science skills, they were more likely to report a higher level of desire for help with various skills, with the opposite being true as well.

Moderate Correlations

There were several moderate correlations associated with their GPA upon graduation.

(1) There was a moderate correlation between the students' GPA upon graduation and their father's/mother's highest level of education.

(2) There was also a moderate correlation between GPA upon graduation and the students desire to discuss personal relationships, emotional stress and unhappy feeling with a counselor as well as receptivity to personal counseling. In other words, those more open to counseling tended to earn higher GPAs.

(3) There was a moderate correlation between SAT scores and GPA upon graduation. Those with higher SAT scores tended to earned higher GPAs upon graduation.

(4) There was also a moderate correlation between incoming status (First-Time Freshmen or a Transfer Student) and the desire to finish college. Those who transferred in from another institution had a slightly higher desire to finish college than first-time freshmen.

(5) Finally, there was correlation between GPA and their likelihood to graduate and the time it took them to graduate. This correlation was obviously impacted by the fact that six of the 18 students under consideration were Academically Dismissed after just one year due to their low GPAs.

There was no moderate or higher negative correlations associated with GPA upon graduation.

Other Observations

(1) While transfer students had a slightly higher desire to finish college, first-time freshmen had a slightly higher graduation rate.

(2) For those who did not graduate, transfer students were more likely to be academically dismissed or withdraw while first-time freshmen were more likely to just not return.

(3) Moreover, those who did not graduate were more likely to be on academic probation, regardless of incoming status. All those who eventually graduated were never place on academic probation during their time at LBC.