

2010 – 2011 College Student Inventory Observations

Executive Summary

The College Student Inventory (CSI) is a nationally normed inventory from Noel-Levitz. The CSI was last normed in 2009 with 98,120 students from 265 institutions. The 2010 administration included 99,268 students from 321 institutions. The CSI asks students to respond to key items related to their academic motivation and receptivity to assistance. A report is generated for each individual student which details areas of strength and challenge, including specific recommendations for connecting students with campus programs and services that will foster their success. Here at LBC, the CSI is now given to all new students in LBC 101: Engaging Faith and Life. Copies of the individual reports are given to the student, to the student's academic advisor, to the instructors of LBC 101 and to Academic Mentoring Services. The goal is to achieve timely, personalized interventions that will help each student succeed in college.

While the main goal of the CSI is to provide information to institutional personnel on the needs of individual incoming students, some helpful findings can be drawn from the aggregate data to assist the College in meeting the needs of the incoming cohorts in general. While the CSI is given to all incoming students (with a few exceptions) for both the fall and spring semesters, only the fall semesters will be examined in this review as the spring semesters yield far fewer CSIs and tend to skew the data.

A look at the historical CSI data for the four fall semesters from 2010 to 2011 indicates that LBC's incoming cohorts are generally at or just slightly below the national average in the four main CSI categories of [Summary Observations](#), [Academic Motivation](#), [General Coping](#) and [Receptivity](#). Of all the sub-categories measured, there are five that may be cause for some concern and follow-up. These five areas are their [Desire to Finish College](#) as they enter LBC and their [receptivity to Academic Assistance](#), [Social Enrichment](#), [Career Counseling](#), and [Financial Guidance](#). The following are recommendations derived from this report.

Recommendations

- [Receptivity to Institutional Help](#): Overall, LBC freshmen are slightly less likely than freshmen at other schools to ask for or receive help when needed, especially when it comes to Personal Counseling and Social Enrichment. However, they are less likely to be open to receiving [Academic Assistance](#), [Social Enrichment](#), [Career Counseling](#), and [Financial Guidance](#). The Academic Council may wish to discuss whether or not this is a concern that should be addressed and, if so, by whom. One possible suggestion would be to emphasize in LBC 101 Engaging Faith & Life the availability of services that are available on campus in these areas.
- [Desire to Finish College](#): This was one of the weakest areas for our incoming students in Academic Motivation. The numbers indicate our incoming students, in general, feel less likely, and or capable of, finishing college. This may be due to their lack of receptivity to assistance, therefore, we should consider ways to emphasize the availability of assistance. One possible suggestion would be to emphasize in LBC 101 Engaging Faith & Life the availability of services that are available on campus in these areas.
- [Hours students plan to work](#): While the trend in the number of incoming LBC students who plan to work over 10 hours a week while attending classes is declining, the Academic Council may wish to discuss with Student Services whether or not this is a concern that should be addressed.

An Excel file with charts and graphs of the comparison data accompanies this report or is available from the Office for Institutional Effectiveness.

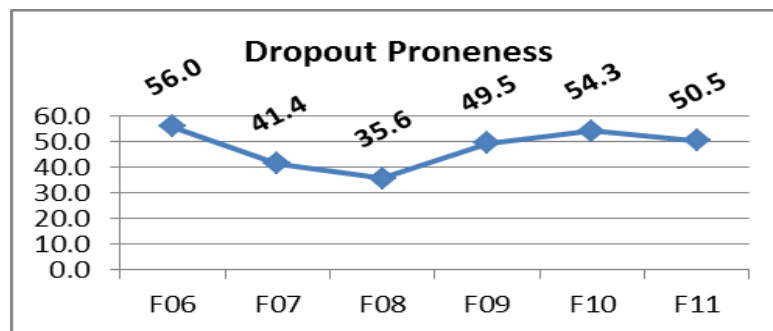
OBSERVATIONS

The CSI compares schools with one another with 50% being the mean average of all institutions administering the inventory nationwide. For some of the items, being above 50% is a positive finding (ex. Receptivity to Institutional Help). For other items, being above 50% is a negative finding (ex. Dropout Proneness, Predicted Academic Difficulty, and Educational Stress). In the following observations, we are considering as “Positive Findings” any time our incoming students are near or on the ‘positive’ side of national mean of 50, and “Areas of Possible Concern” anytime our incoming students are at least ten points on the ‘negative’ side of the mean.

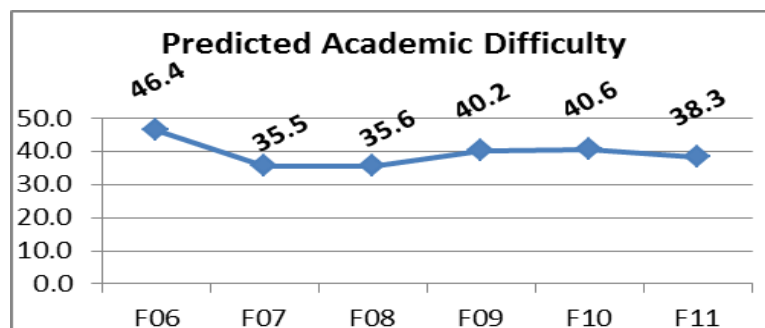
The following are observations concerning the trend of incoming LBC students for four fall semesters from 2010 to 2011.

Positive Findings

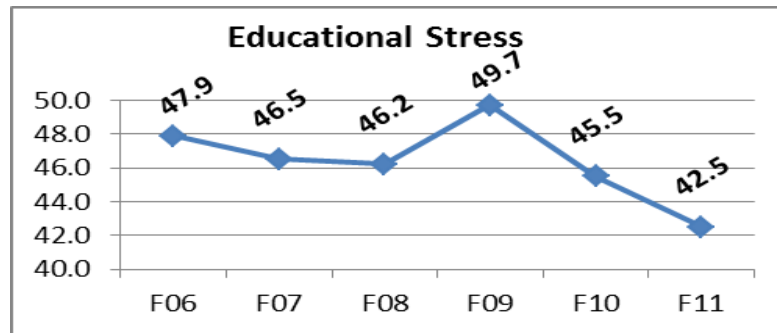
- *Dropout Proneness*: After declining for several years between 2006 and 2008, the dropout proneness our incoming students increased for 2009 and 2010 to where it was once again higher than the national average (54.3 percentile) indicating these students are slightly more likely to drop out of college before finishing. However, there was a decline in the dropout proneness of the average incoming LBC freshmen for the most recent cohort, Fall 2011 (50.5).



- *Predicted Academic Difficulty*: Since Fall 2007, the Predicted Academic Difficulty results have hovered between 35.5 and 40.6, indicating LBC’s incoming freshmen are less likely to have academic difficulty than the average student in this study.

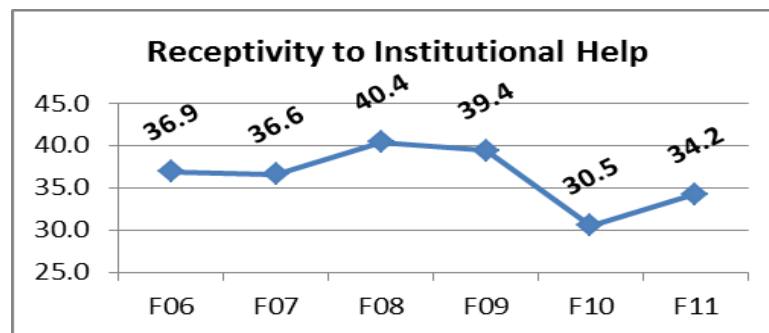


- *Educational Stress*: With the exception of the Fall 2009 incoming cohort, the Educational Stress levels of LBC freshmen has been steadily declining. The most recent cohort being 7.5 percentage points below the mean.



Areas of Possible Concerns

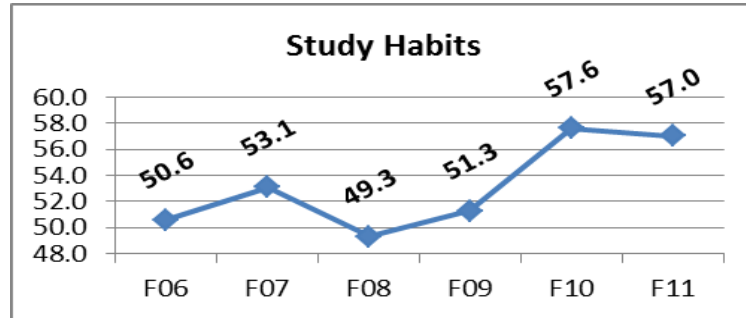
- *Receptivity to Institutional Help*: LBC's incoming freshmen are significantly less likely to be open to institutional help than the average freshman cohort in this study. The numbers have always been at close to ten percentage points or more from the norm, with the most recent LBC cohort being 15.8 percentage points under. These numbers indicate that LBC freshmen are less likely than freshmen at other schools to ask for or receive help when needed. Specifically, when we exam the individual sub-categories later in this report, we see incoming LBC students are less receptive to [Academic Assistance](#), [Social Enrichment](#), [Career Counseling](#), and [Financial Guidance](#). This lack of receptivity to institutional help may be due to the positive findings in other categories of the study. For instance, as noted above, our incoming freshmen's have lower than average predicted academic difficulty and educational stress. Likewise, as we will see in the next section, they are above average in their study habits, intellectual interests, verbal confidence, and attitude towards educators.



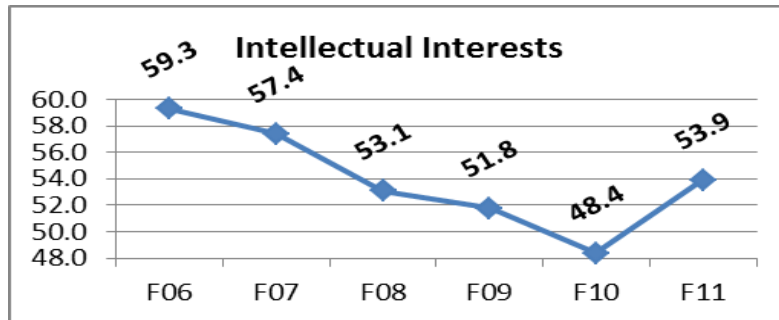
ACADEMIC MOTIVATION

Positive Findings

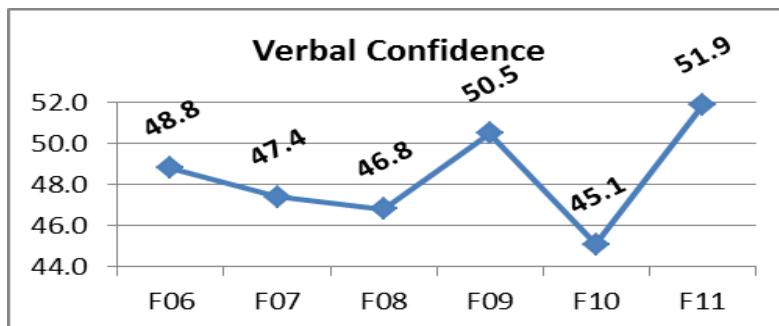
- *Study Habits*: With the exception of the Fall 2008 cohort, the numbers for Study Habits have always been above the national norm. This means our incoming students are willing to make the sacrifices needed to achieve academic success.



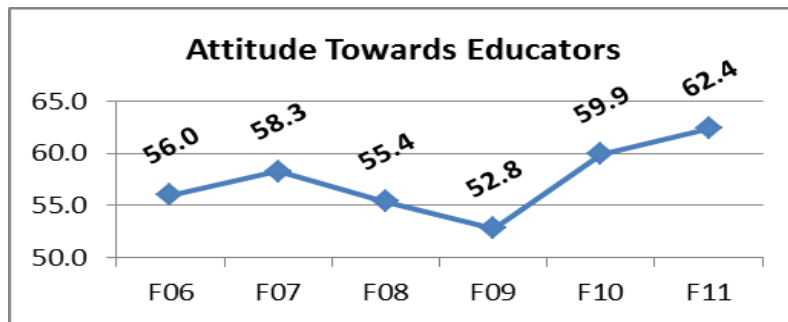
- *Intellectual Interests*: While steadily declining from a 2006 high of 59.3 to a 2010 low of 48.4, the Intellectual Interests of our incoming freshman once again climbed above the norm in 2011. This indicates that our 2011 freshmen enjoy the educational process to a slightly greater degree than incoming students at other schools.



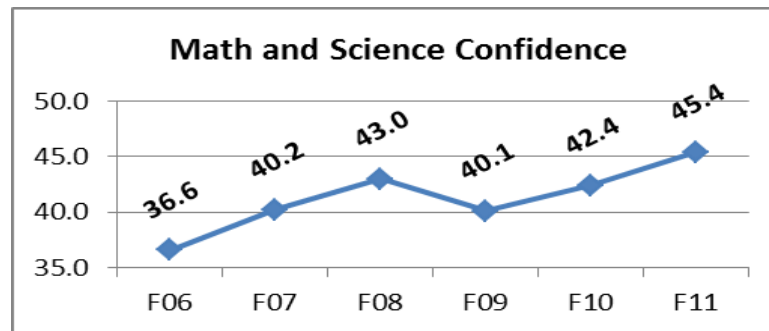
- *Verbal confidence*: The verbal confidence numbers have fluctuated some by 5.8 points over the past six years. Fall 2010 found us at our lowest 45.1, while the Fall 2011 saw us at our highest above at 51.9. With the scores from all six years within 4.9 of the mean, it indicates our incoming students feel just as capable as the average student in this study in doing well in courses that heavily emphasize reading, writing, and public speaking.



- *Attitude Towards Educators:* Overall, the numbers for attitude toward educators have always been on the positive side of the mean and have recently jumped from a low of 52.8 in 2009 to a high of 62.4 this past Fall. These numbers indicate our incoming students generally have a positive attitude towards teachers and academic administrators.

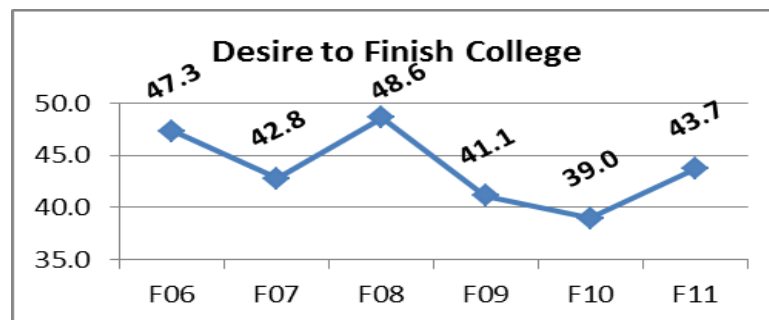


- *Math and Science Confidence:* Math and science confidence was one of the weakest areas in previous studies for our incoming students, but has risen 8.8 points from our low of 36.6 in 2006 to our high of 45.4 this past fall. Will much closer to the mean than a few years ago, the scores still indicate that LBC freshmen feel less capable of doing well in math and science courses than incoming students at other colleges. This does not necessarily reflect on their aptitude for math or science, just their own opinion of their abilities. Nevertheless, while this category is improving it should still be closely monitored.



Areas of Possible Concerns

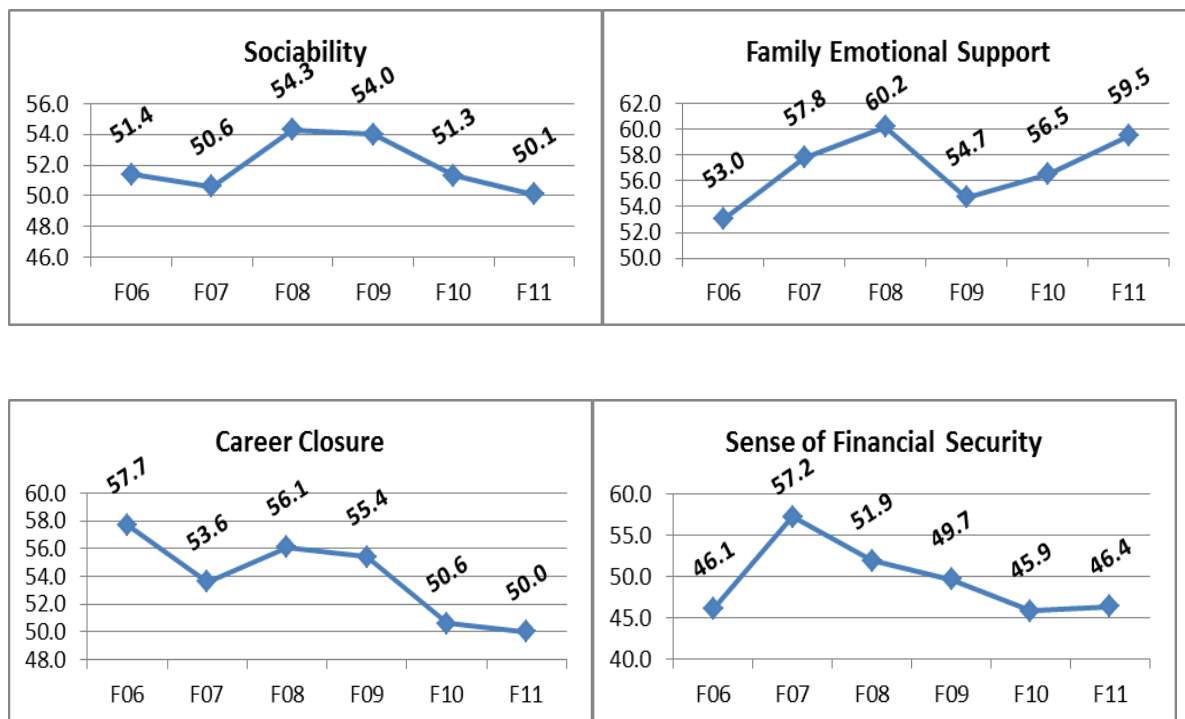
- *Desire to Finish College:* There has been quite a bit of fluctuation in the desire to finish college of our past six incoming freshmen cohort. While all of them have been below the mean, in the past four years we went from a high of 48.6 in 2008 to a low of 39 in 2010. While the most recent cohort brought us up a bit to 43.7, we need to monitor this factor closely.



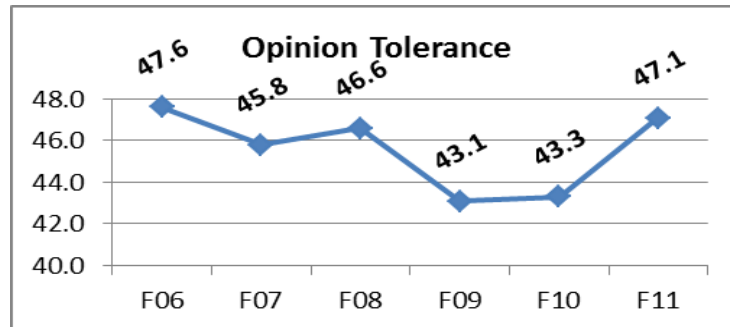
GENERAL COPING

Positive Findings

- During the six years under consideration, LBC freshmen have always been above or at least close to the norm in the four items considered General Coping factors. *Family Emotional Support* has consistently been the highest of these four, which would be expected since many of our students come from Christian homes. While *Sociability* is still hovering around the mean for the last two years, it has been generally on the decline, especially over the last four years.
- With regard to *Career Closure*, (i.e. already having a sense of what career they will pursue), the decline over the past four years has been even greater, with a very noticeable dip between 2009 and 2012. Could the change in our mission statement in the fall of 2009 account in part for this decline? Since our previous mission statement emphasized preparation for professional Christian ministry, it can be assumed that many students came to LBC with a more definite call to a specific ministry career. The new mission statement was approved by the Board of Trustees in August of 2009, just shortly before the start of the fall semester. Incoming freshmen that fall rated their Career Closure at 55.4. The very next year, the first cohort to enter LBC under the new mission statement, Career Closure dropped 4.8 percentage points to 50.6. The following year it dropped any .6 of a percentage point. Now that the mission statement has expanded to include preparation for serving Christ “in society” it would seem our incoming freshmen may be less inclined to have a specific career in mind.
- An even greater decline can be seen in the *Sense of Financial Security*. While the economic recession the country has been in over the last three years may be a factor, the decline in the sense of financial security actually started a couple of years before the recession.



- *Opinion Tolerance*¹: LBC incoming freshmen have always scored below the mean with regard to Opinion Tolerance. A review of the specific questions used to determine this score will show that some questions are worded in such a way that conservative evangelical Christians would have a hard time answering them in a way that would yield a positive score in the eyes of the instrument developers.



¹ *Opinion Tolerance* measures the degree to which the student feels that he or she can accept people without regard to their political and social opinions.

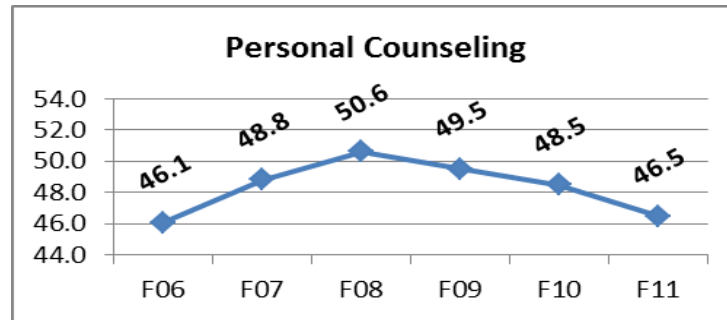
Areas of Possible Concerns

The slide in the scores for *Sociability* and *Sense of Financial Security* are of concern and should be monitored. In addition, considering the dip in *Career Closure* scores and additional evidences from other sources, the current emphasis on rebuilding our Career Services is warranted and needs to continue.

RECEPTIVITY

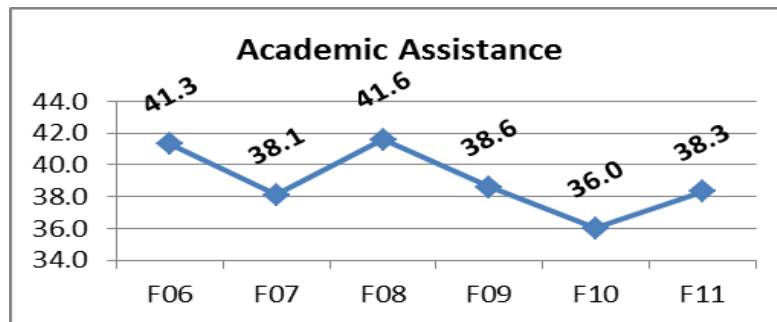
Positive Findings

- Both of the last two LBC freshmen cohorts ranked right around the mean concerning their receptivity to *Personal Counseling* (ranging from 46.5 to 48.5). But the trend at LBC has been that this receptivity has been declining since it peaked with the Fall 2008 cohort.

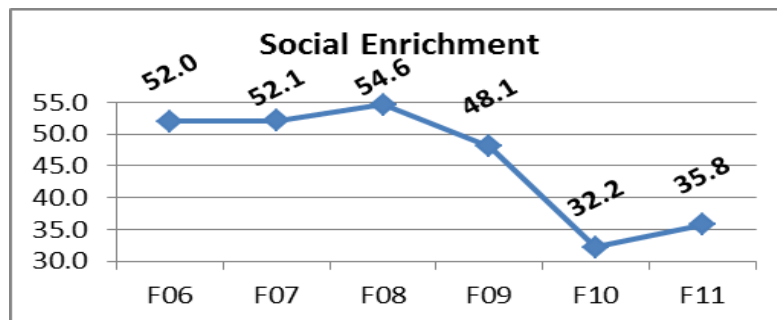


Areas of Possible Concerns

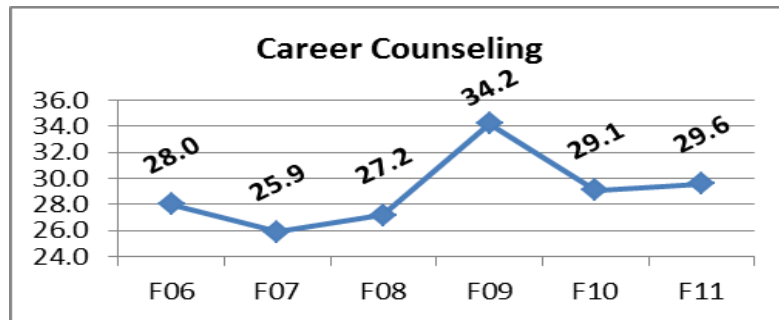
- Incoming LBC cohorts are less likely to be open to receiving *Academic Assistance* (ranging from 36 to 38) than freshmen at other colleges.



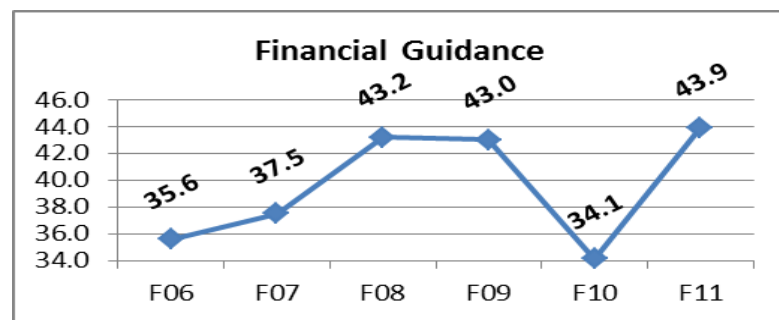
- Incoming LBC students are less receptive to help regarding *Social Enrichment* (ranging from 32 to 36) than other college freshmen. There was a dramatic dip in these numbers between the F09 and F10 cohorts.



- Incoming LBC students are less open to *Career Counseling* than other freshmen, with LBC percentages falling considerably below the norm (29/50). This finding may be due in part to the fact that LBC students indicated they already have more defined career goals and have developed firm commitments to them.

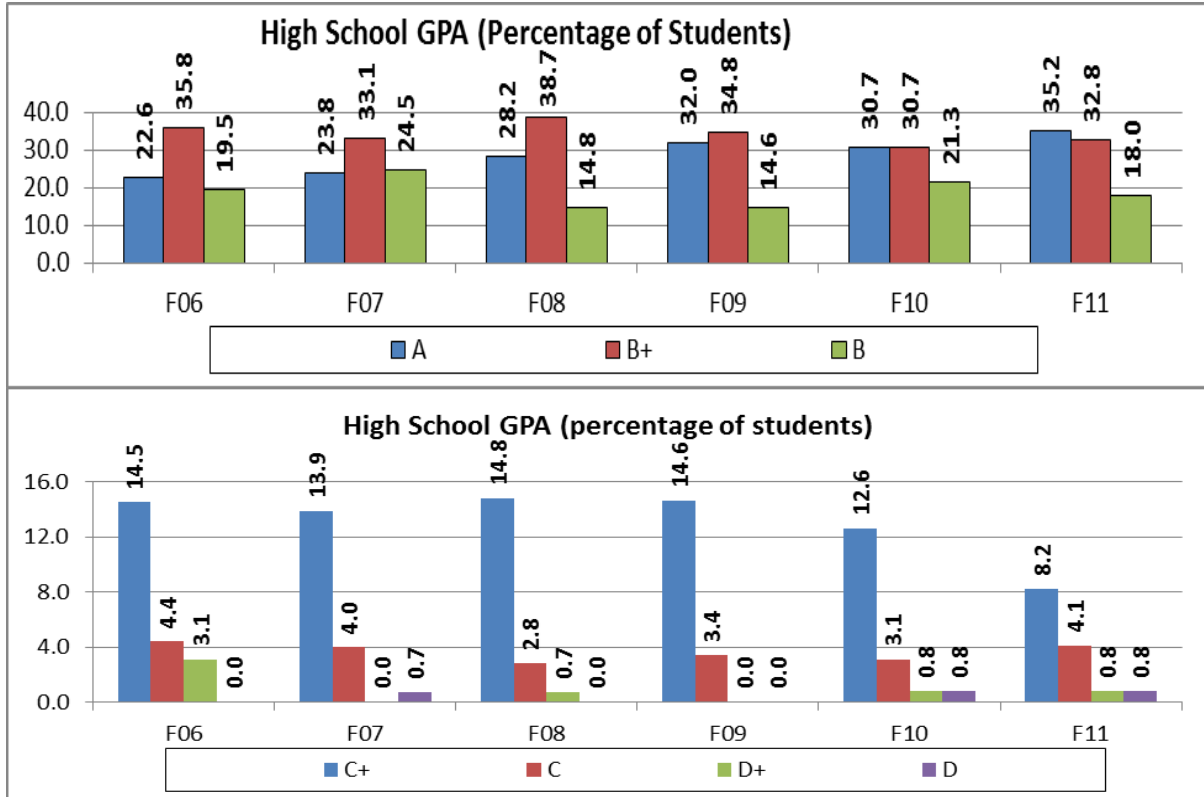


- Even though their *Sense of Financial Security* was just below average (at 46), incoming LBC students are noticeably less receptive (34.1 to 43.9) than other freshmen to *Financial Guidance*.



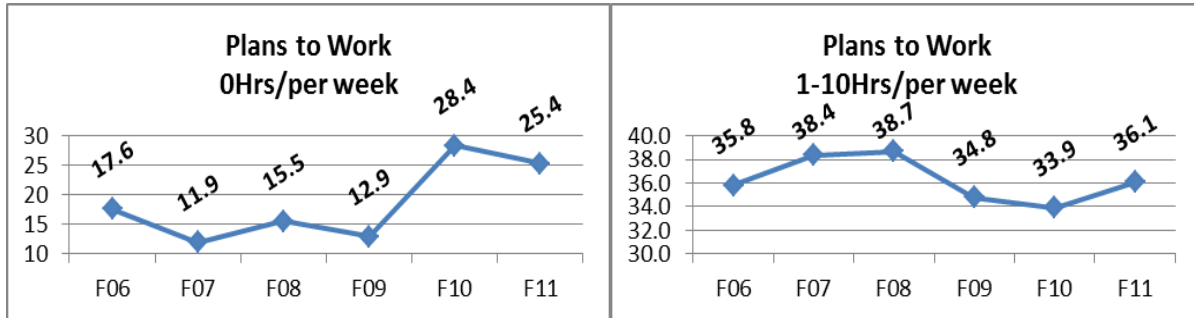
HIGH SCHOOL GPA (self-reports)

- A review of the self-reported High School GPA of incoming LBC students for the past two fall semesters shows that from 82.7% to 86% of them reported having earned an average of a B or above [Fall 2010 (82.7%), Fall 2011 (86%)]. The average of the previous four semesters (06 to 09) is 80.6%, which is a full 9.7 points above the national mean of 70.9% for this category, indicating that the incoming GPA of freshmen is on the rise.

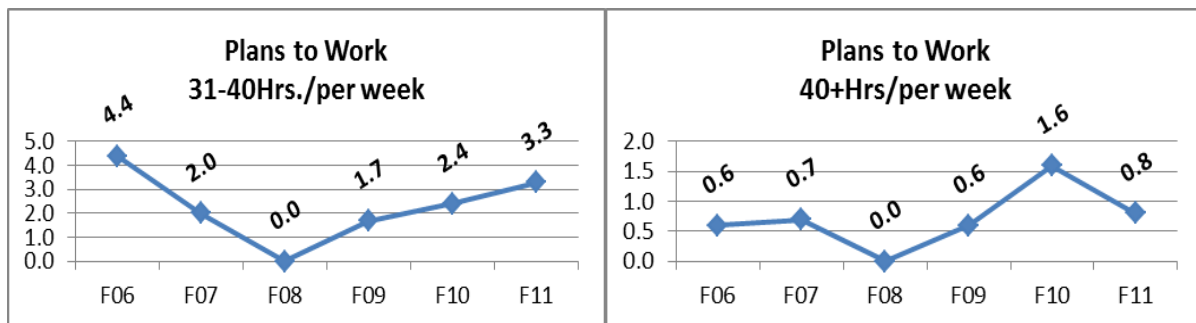
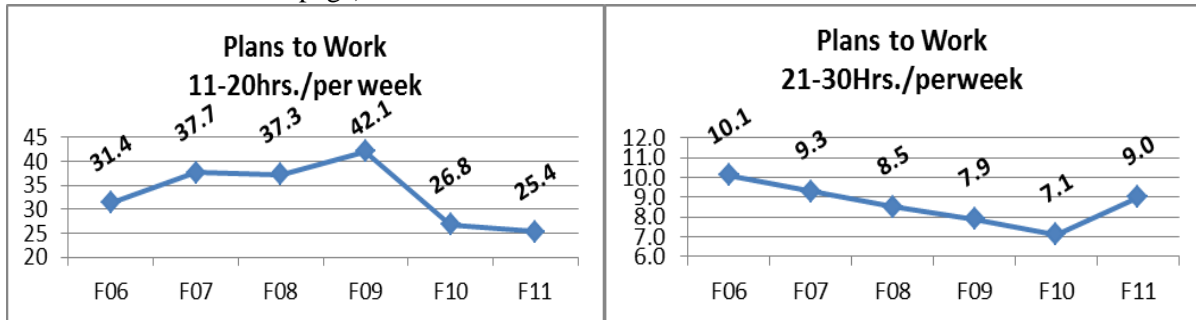


HOURS STUDENTS PLAN TO WORK

- There is a declining trend in the number of incoming LBC students who plan to work over 10 hours a week while attending classes, Fall 2010 (37.9%), Fall 11 (38.5%), when compared to previous studies [Fall 2006 (45.9%), Fall 2007 (49%), Fall 2008 (44.8%), Fall 2009 (51.7%)]. Fortunately, the larger percentage is seen in the 11-20 hours a week rather than the over 20 hours a week category.



(Charts continued on next page)



OVERALL RECOMMENDATIONS: [See Executive Summary.]