Regional Campus College Student Inventory (CSI) and Predictors of Student Success

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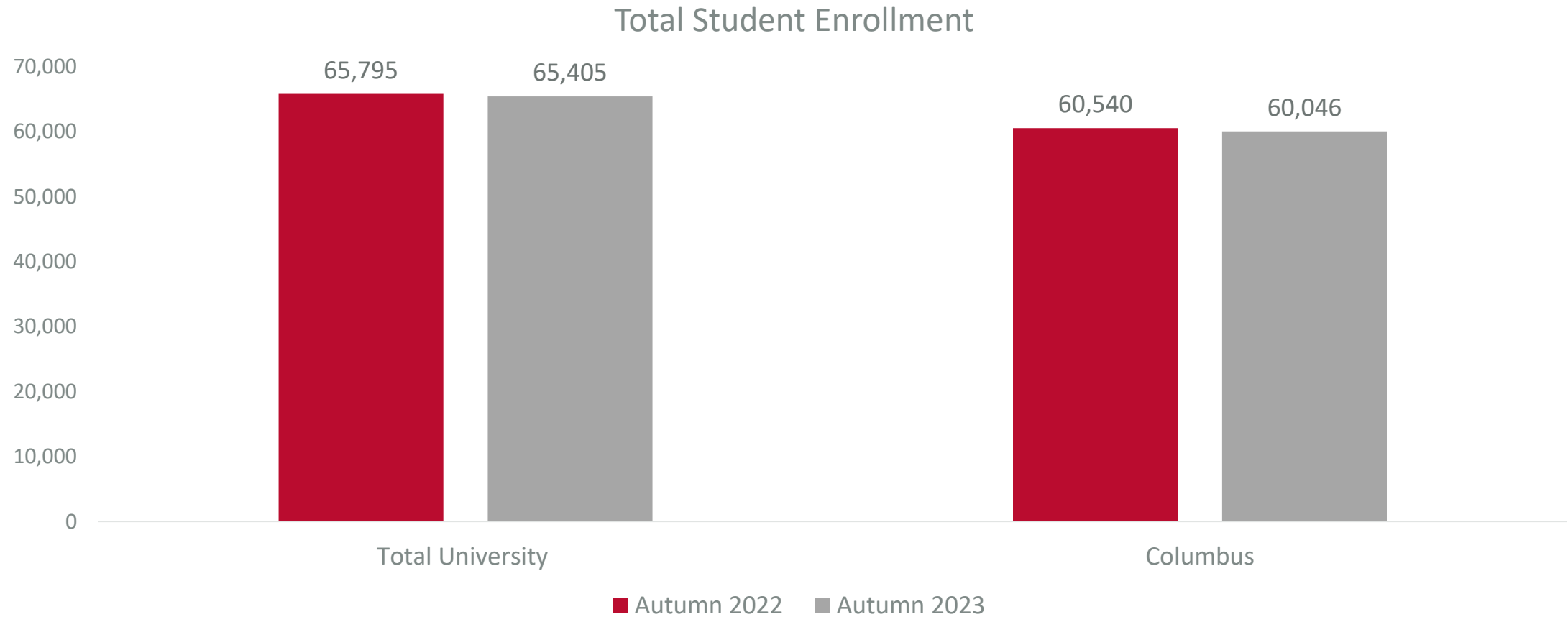
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Presentation Overview

- Recent Student Enrollment, Retention and Graduation Rates at the Regional Campuses for Context

- The College Student Inventory

- Analysis and Methodology

- Results

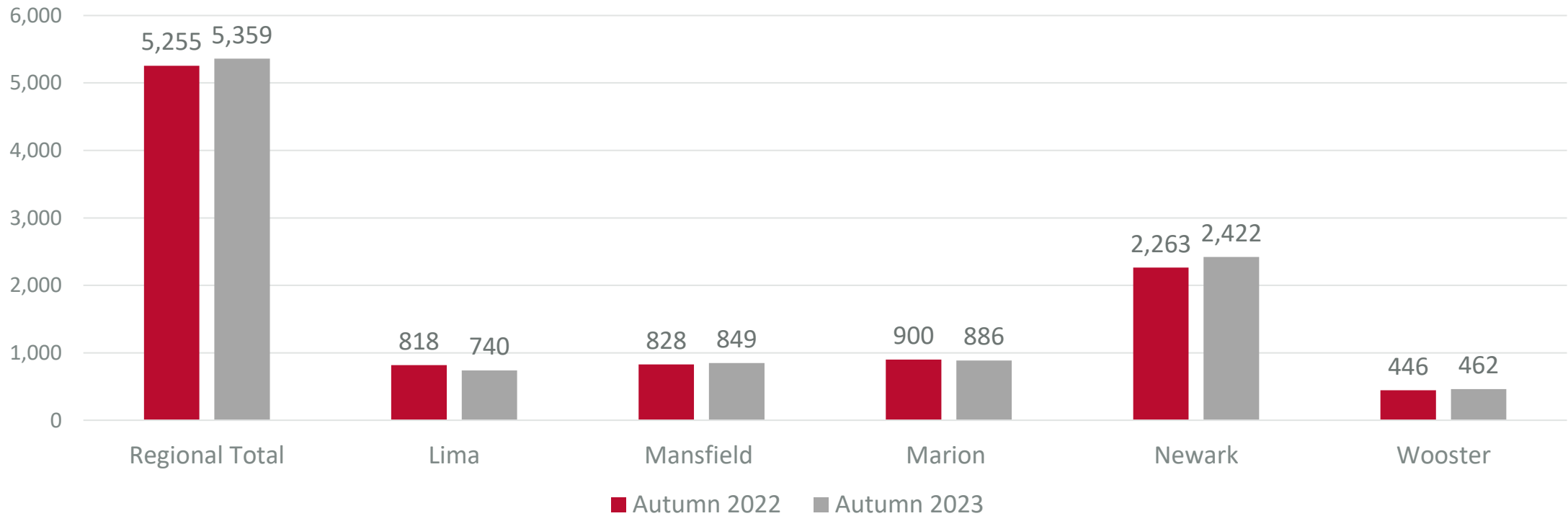- Implications for Practice

- Questions and feedback

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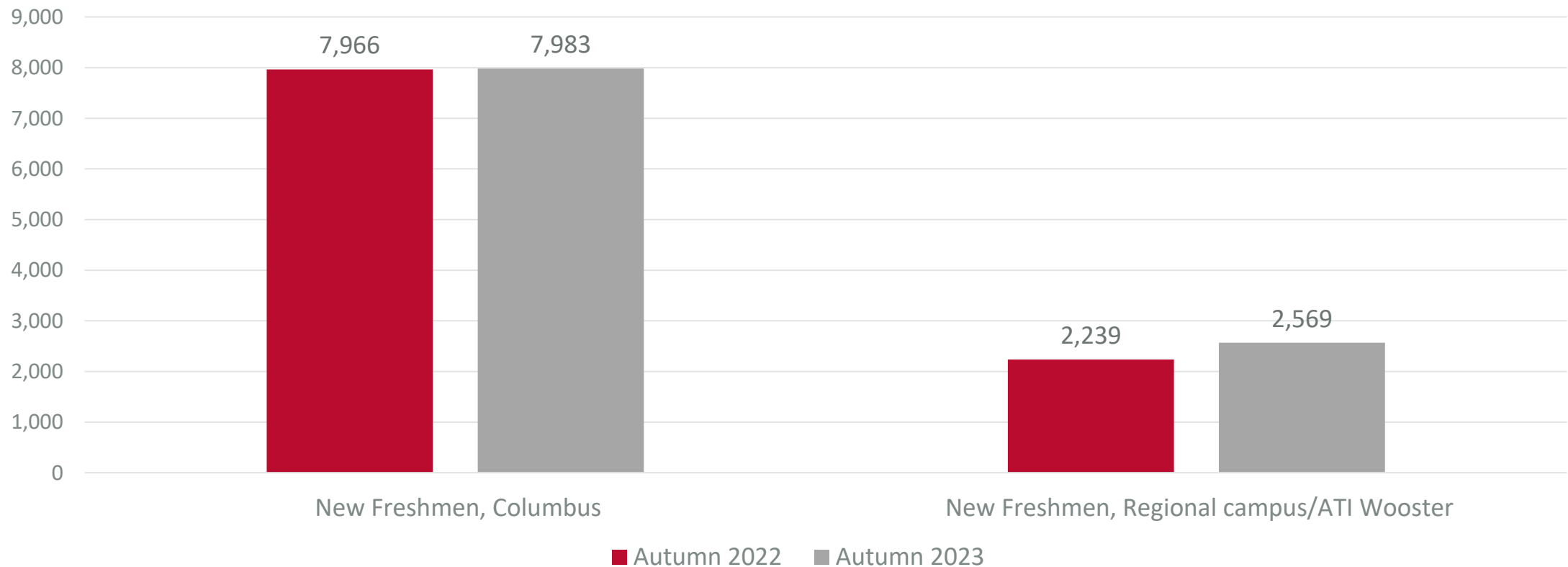
Overall Student Enrollment

Total Student Enrollment

Source: 15th Day Enrollment Report, OSEM Analysis and Reporting

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Overall Student Enrollment: Regional Campuses

Regional Campus Total Student Enrollment

Legend: ■ Autumn 2022   ■ Autumn 2023

Campus	Autumn 2022	Autumn 2023
Regional Total	5,255	5,359
Lima	818	740
Mansfield	828	849
Marion	900	886
Newark	2,263	2,422
Wooster	446	462

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Source: 15th Day Enrollment Report, OSEM Analysis and Reporting

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New First-Time Beginner Enrollment

Columbus and Regional Campus Enrollment New Beginners

	New Freshmen, Columbus	New Freshmen, Regional campus/ATI Wooster
Autumn 2022	7,966	2,239
Autumn 2023	7,983	2,569

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Source: 15th Day Enrollment Report, OSEM Analysis and Reporting

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New First-Time Beginner Enrollment: Regional Campuses

New First-Time Beginners

Source: 15th Day Enrollment Report, OSEM Analysis and Reporting

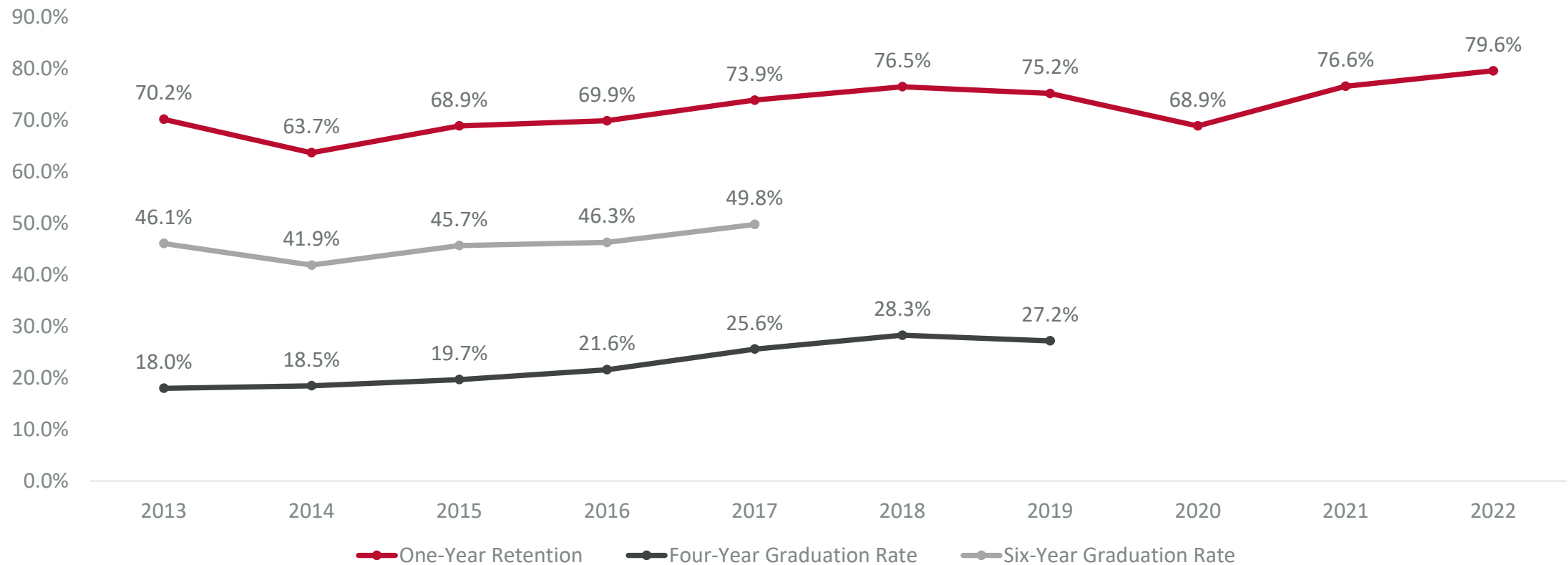THE OHIO STATE UNIVERSITY
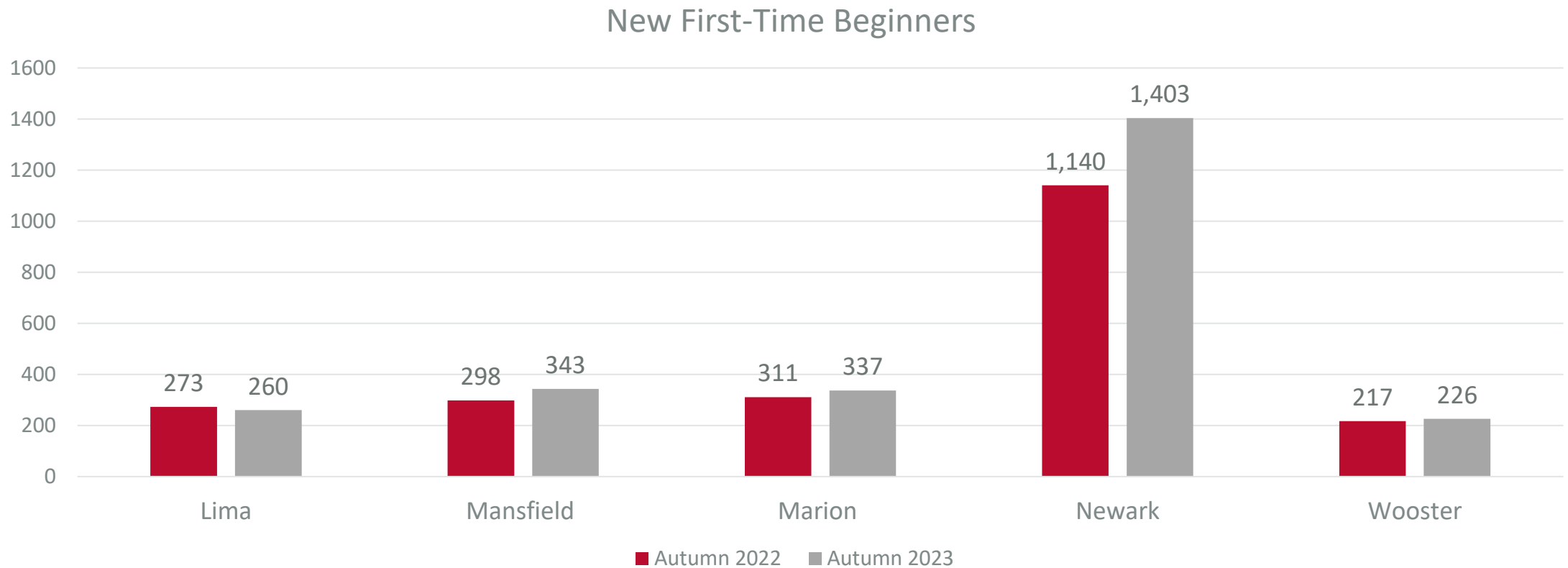
Newark Retention and Graduation Rates

First-Time, Full-Time Degree Seeking Autumn/Summer Admits

Retained or Graduated at the University

Legend: One-Year Retention, Four-Year Graduation Rate, Six-Year Graduation Rate

One-Year Retention: 62.9% (2013), 62.9% (2014), 63.1% (2015), 67.8% (2016), 70.0% (2017), 66.2% (2018), 71.2% (2019), 72.0% (2020), 69.3% (2021), 74.4% (2022)

Six-Year Graduation Rate: 41.4% (2013), 43.5% (2014), 44.0% (2015), 46.8% (2016), 49.9% (2017)

Four-Year Graduation Rate: 16.9% (2013), 18.9% (2014), 19.6% (2015), 21.9% (2016), 25.0% (2017), 22.1% (2018), 25.9% (2019)

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Source: The Ten-Year Retention and Graduation Trends, OSEM Analysis and Reporting
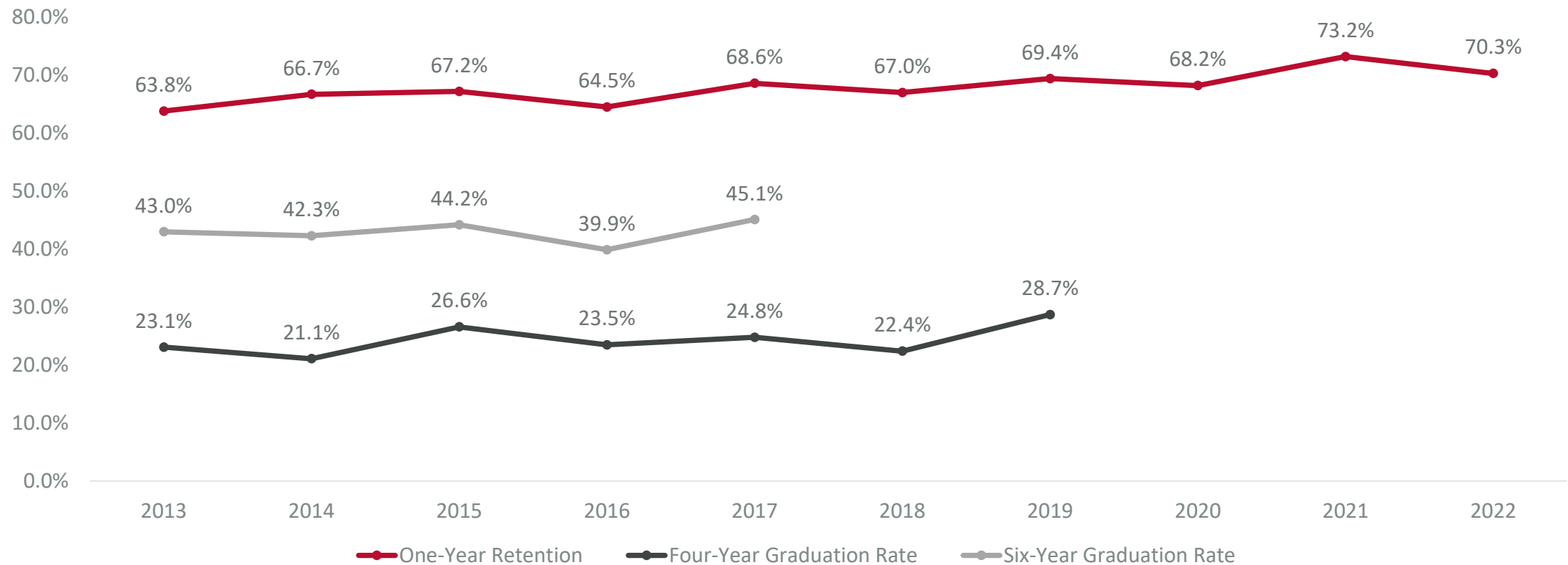
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Marion Retention and Graduation Rates

First-Time, Full-Time Degree Seeking Autumn/Summer Admits

Retained or Graduated at the University

One-Year Retention: 70.2% (2013), 63.7% (2014), 68.9% (2015), 69.9% (2016), 73.9% (2017), 76.5% (2018), 75.2% (2019), 68.9% (2020), 76.6% (2021), 79.6% (2022)

Six-Year Graduation Rate: 46.1% (2013), 41.9% (2014), 45.7% (2015), 46.3% (2016), 49.8% (2017)

Four-Year Graduation Rate: 18.0% (2013), 18.5% (2014), 19.7% (2015), 21.6% (2016), 25.6% (2017), 28.3% (2018), 27.2% (2019)

Legend: One-Year Retention · Four-Year Graduation Rate · Six-Year Graduation Rate

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Source: The Ten-Year Retention and Graduation Trends, OSEM Analysis and Reporting

Mansfield Retention and Graduation Rates
First-Time, Full-Time Degree Seeking Autumn/Summer Admits

Retained or Graduated at the University

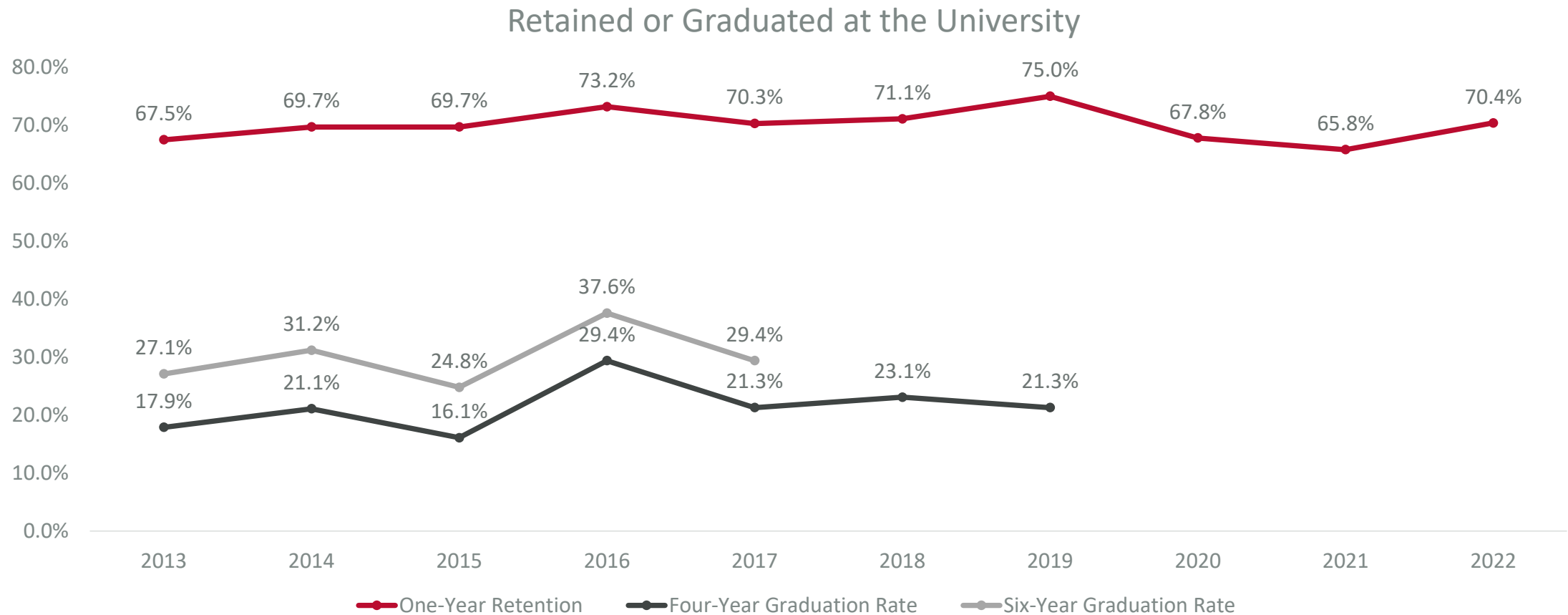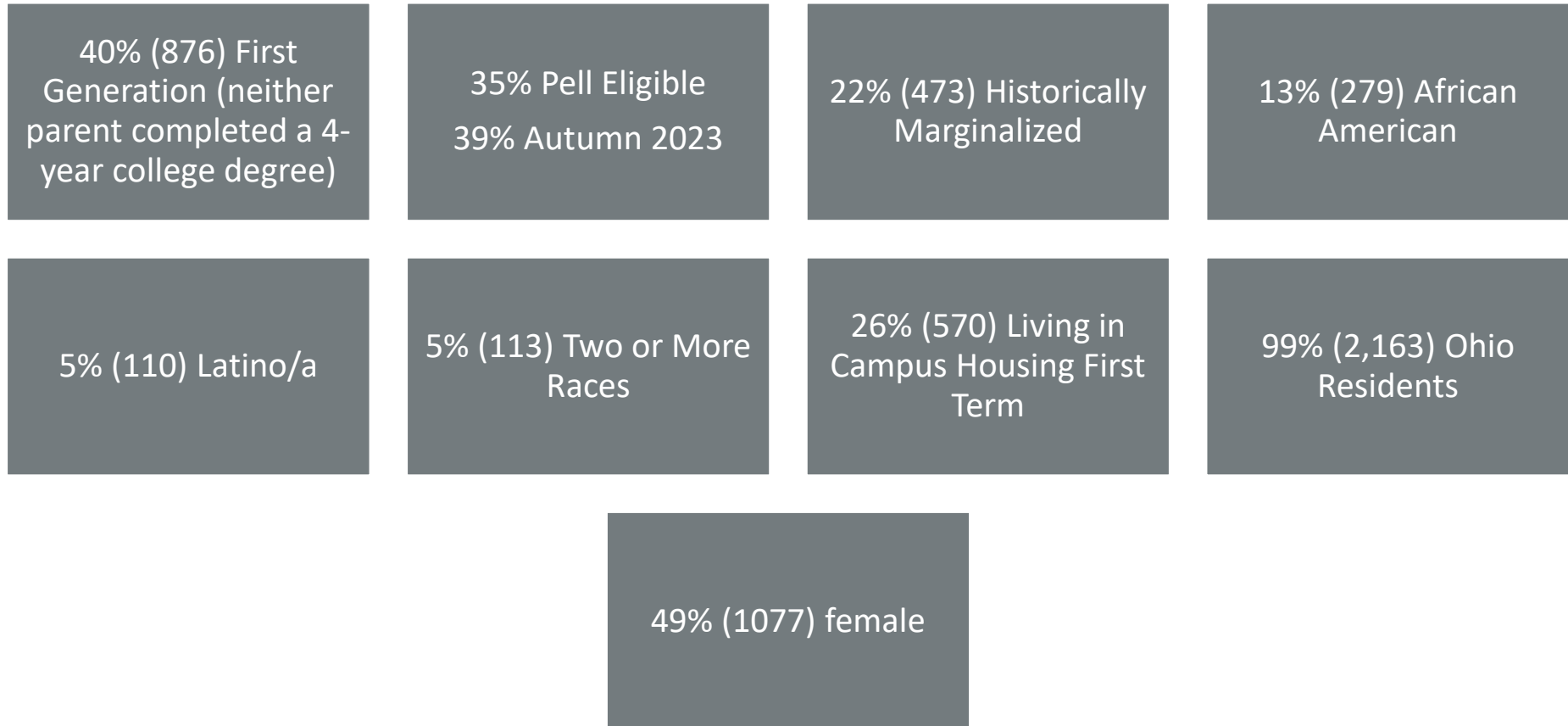One-Year Retention: 67.3% (2013), 68.9% (2014), 65.4% (2015), 68.3% (2016), 70.3% (2017), 70.5% (2018), 70.5% (2019), 70.6% (2020), 72.2% (2021), 73.8% (2022)

Six-Year Graduation Rate: 42.6% (2013), 42.6% (2014), 45.9% (2015), 44.4% (2016), 46.0% (2017)

Four-Year Graduation Rate: 20.0% (2013), 19.6% (2014), 19.8% (2015), 22.0% (2016), 26.4% (2017), 22.3% (2018), 26.1% (2019)

Legend: One-Year Retention · Four-Year Graduation Rate · Six-Year Graduation Rate

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Source: The Ten-Year Retention and Graduation Trends, OSEM Analysis and Reporting

Lima Retention and Graduation Rates
First-Time, Full-Time Degree Seeking Autumn/Summer Admits

Retained or Graduated at the University

One-Year Retention: 63.8% (2013), 66.7% (2014), 67.2% (2015), 64.5% (2016), 68.6% (2017), 67.0% (2018), 69.4% (2019), 68.2% (2020), 73.2% (2021), 70.3% (2022)

Six-Year Graduation Rate: 43.0% (2013), 42.3% (2014), 44.2% (2015), 39.9% (2016), 45.1% (2017)

Four-Year Graduation Rate: 23.1% (2013), 21.1% (2014), 26.6% (2015), 23.5% (2016), 24.8% (2017), 22.4% (2018), 28.7% (2019)

Legend: One-Year Retention — Four-Year Graduation Rate — Six-Year Graduation Rate

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Source: The Ten-Year Retention and Graduation Trends, OSEM Analysis and Reporting

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Wooster Retention and Graduation Rates

First-Time, Full-Time Degree Seeking Autumn/Summer Admits

Retained or Graduated at the University

One-Year Retention
2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
67.5%	69.7%	69.7%	73.2%	70.3%	71.1%	75.0%	67.8%	65.8%	70.4%

Six-Year Graduation Rate
| 27.1% | 31.2% | 24.8% | 37.6% | 29.4% | | | | | |

Four-Year Graduation Rate
| 17.9% | 21.1% | 16.1% | 29.4% | 21.3% | 23.1% | 21.3% | | | |

Legend: One-Year Retention — Four-Year Graduation Rate — Six-Year Graduation Rate

THE OHIO STATE UNIVERSITY   Source: The Ten-Year Retention and Graduation Trends, OSEM Analysis and Reporting

Understanding Students at Regional Campuses

Full-Time, Degree-Seeking, Summer/Autumn New First Year Students, Autumn 2022, Total Students =2,179

40% (876) First Generation (neither parent completed a 4-year college degree)	35% Pell Eligible 39% Autumn 2023	22% (473) Historically Marginalized	13% (279) African American
5% (110) Latino/a	5% (113) Two or More Races	26% (570) Living in Campus Housing First Term	99% (2,163) Ohio Residents

49% (1077) female

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College Student Inventory

- Ruffalo Noel Levitz's CSI is a self-assessment survey instrument designed to assess motivational factors that impact student success. The instrument is comprised of 100 questions. The CSI is given to incoming first-year students at OSU and asks students to self-report their academic, social, and personal perceptions and behaviors.

- The CSI identifies at-risk students in the incoming class using cognitive motivational indicators of college student success.

- Leaders and advisors receive detailed information about each student's academic motivations, areas of risk, and receptivity to specific student services.

- The CSI designed to help:
  - Identify which students are at risk and receptive to assistance.
  - Intervene with students earlier, when the chance for success is greater.
  - Make retention strategies more effective and efficient by basing them on reliable student data.

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College Student Inventory™

Sample University

Student Report

Shana Doe, ID#12345678
Student Status: Not Applicable
Gender: Female, Age: 18
as of Month DD, YYYY

Instructions

Shana, this is an interpretive report of your responses to the College Student Inventory. Its purpose is to help you identify your special interests and needs. The percentile ranks show how you compare to a larger sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than yours. Since they are based on questionnaire information alone, they may give only a rough indication of your true attitudes. Your advisor or counselor will help you understand your scores and find the services you desire.

Your Motivational Assessment

Academic Motivation	Perc. Rank
Study Habits	43
Reading Interests	85
Verbal and Writing Confidence	74
Math and Science Confidence	68
Commitment to College	52
Interactions with Previous Teachers	84

General Coping	
Social Engagement	73
Family Support	25
Capacity for Tolerance	97
Career Plans	86
Financial Security	9

Receptivity to Support Services	
Academic Assistance	85
Personal Counseling	85
Social Engagement	95
Career Guidance	51
Financial Guidance	96

Internal Validity	Excellent

About You

High School Academics	
Senior Year GPA	B+ Average

Family Background	
Racial/Ethnic Origin	White/Caucasian
Mother's/Guardian's Education	Some High School
Father's/Guardian's Education	High School Diploma

College Experience	
Decision to Enroll	Many Months Before
Degree Sought	Master's
Plans to Work	1-10 Hours per Week

Grouping Fields

Your Personal Success Plan

The strength of your recommendations is indicated by its priority score(0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

Get help in finding a part-time job	9.1
Get help in finding a summer job	9.1
Get help in obtaining a scholarship	9.1
Get help in obtaining a loan	8.7
Get advice from an experienced student	7.8
Get help in meeting new friends	7.8
Get information about clubs and social organizations	7.8
Get information about student activities	7.4
Discuss advantages/disadvantages of careers	6.9
Get help with basic math skills	6.8

Notice

Students may request that their report be removed from your file at anytime.

Part of the Retention Management System *Plus*™ from Ruffalo Noel Levitz

Purpose of CSI Predictor Study

- Identify which CSI variables and scale constructs are most predictive of incoming student success at the regional campuses.

- Allow leaders and advisors to focus on the most predictive factors at the individual student level and at the aggregate level for planning programs, services, interventions and policies.

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CSI Survey Administration

- Varies by Campus

- Some regional campuses administer the CSI in their EXP 1100 course, or the equivalent in the Autumn semester. The CSI Survey is required in the first term for NFYS students in EXP 1100.

- Some colleges or regional campuses may allow some students to take it in their second term instead.

- Most colleges do not require the CSI for transfer students, although it's possible some colleges or regional campuses may enroll new transfers in it as well.

- Newark may also administer the survey to summer-bridge or early-arrival students, who take the CSI during a summer experience.

- Based on the data we analyzed, the response rates were high 95%-100%

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Analyses Methods

• A forward selection logistic regression in SPSS was conducted to find the best combination of CSI entering factors that significantly predicted first-term academic success (Fall GPA 2.0 or above).

• Fall GPA 2.0 or above was used as an early indicator of student academic success as students are typically considered in academic good standing if their cumulative GPA is 2.0 or higher. Additionally, earning below a 2.0 in the first semester may indicate that the student's academic performance puts them at risk of becoming academically ineligible and unable to return to the institution.

• No covariates were used in this logistic regression analysis. All items reported were significant at the $p < 0.05$ level.

• A separate logistic regression was also performed to find out the effect of four main CSI constructs (Receptivity to Institutional Help, Educational Stress, Predicted Academic Difficulty, and Dropout Proneness) on first-term academic success (Fall GPA 2.0 or above).

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Ohio State Lima, Marion, Mansfield, and Wooster Combined College Student Inventory (CSI) Survey Predictors of Student Success

- The Predicted Academic Difficulty Scale. Predictors of academic difficulty include such factors as study habits, verbal and writing confidence, math and science confidence, desire to finish college, interactions with previous teachers, and high school GPA.

+ Safety Net Cash (local item): How likely is it that you could come up with $400 in cash in the event of a financial emergency during the school year?

- Parent Money Management (local item): Have your parents told you what you needed to know about money management?

+ Study Habits Percentile: This scale measures the student's willingness to make the sacrifices needed to achieve academic success. It focuses on a student's effort, rather than interest in intellectual matters or the desire for a degree

+ Senior year average GPA: ('D Average'=1; 'D+ Average'=1.3; 'C Average'=2; 'C+ Average'=2.3; 'B Average'=3; 'B+ Average'=3.3; 'A Average'=4)

+ Sex: (Female=1; Male=0)

- Degree sought: a professional degree (medicine, dentistry, law, philosophy, or other similar degrees)

THE OHIO STATE UNIVERSITY   Results are based on 2022 Beginner Cohort CSI Survey (n=869).

Predicted Academic Difficulty

Predicted Academic Difficulty

% Fall GPA 2.0 or Above

Low (1, 2, or 3) (n=310)	94%
Medium (4, 5, or 6) (n=466)	79%
High (7, 8, or 9) (n=93)	57%
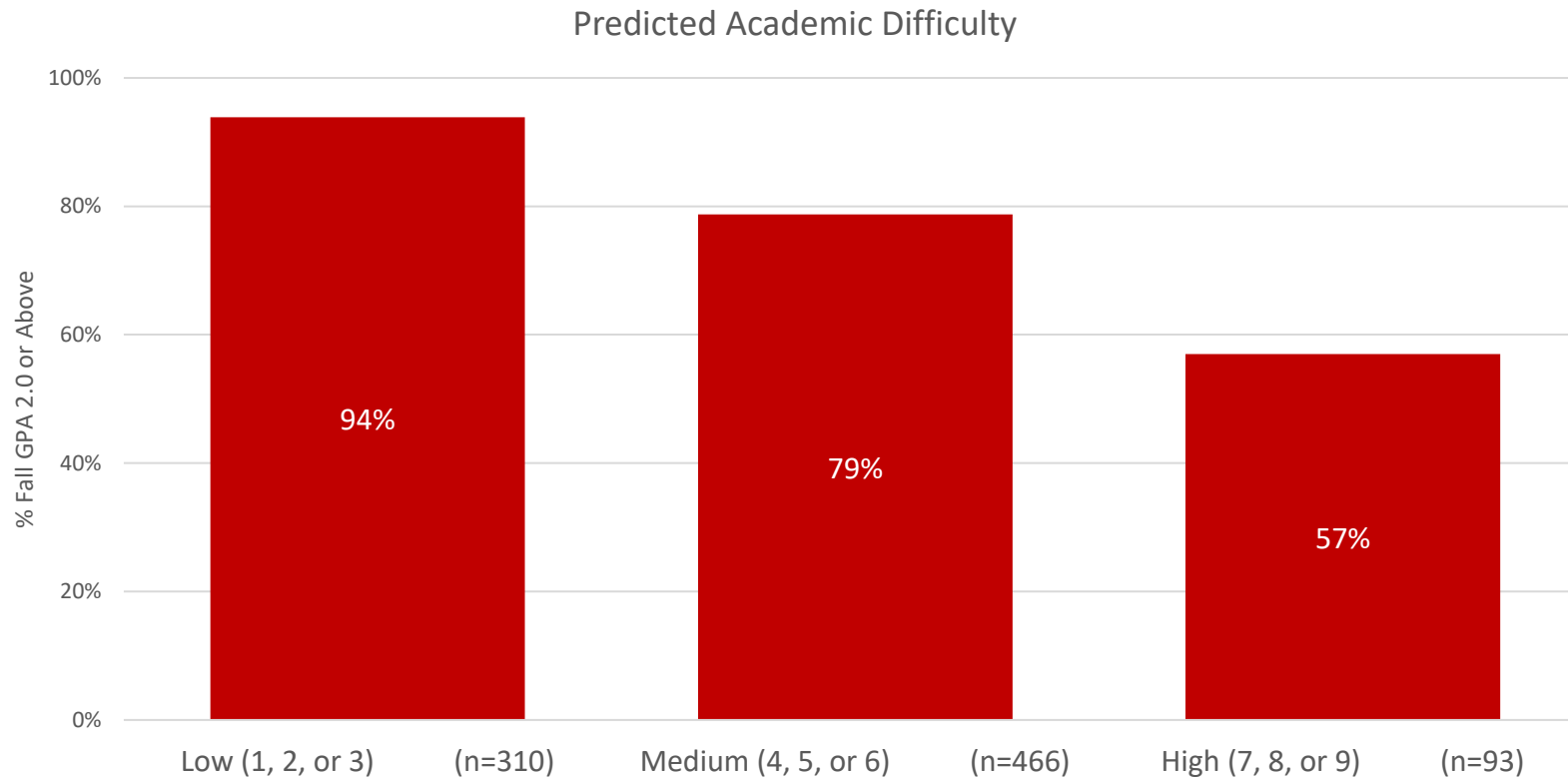
This scale was developed by RNL by correlating CSI questions with first-term college grade point average (GPA). It is designed to predict who is most likely to have low grades in college. The caution that applies to the dropout scale also applies to this scale. The scale will identify some, but not all, of the students who will encounter academic difficulty during their college careers. Predictors of academic difficulty include such factors as study habits, verbal and writing confidence, math and science confidence, desire to finish college, interactions with previous teachers, and high school GPA.

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High School Senior Year Grades

Self Reported Average HS Senior Year Grades

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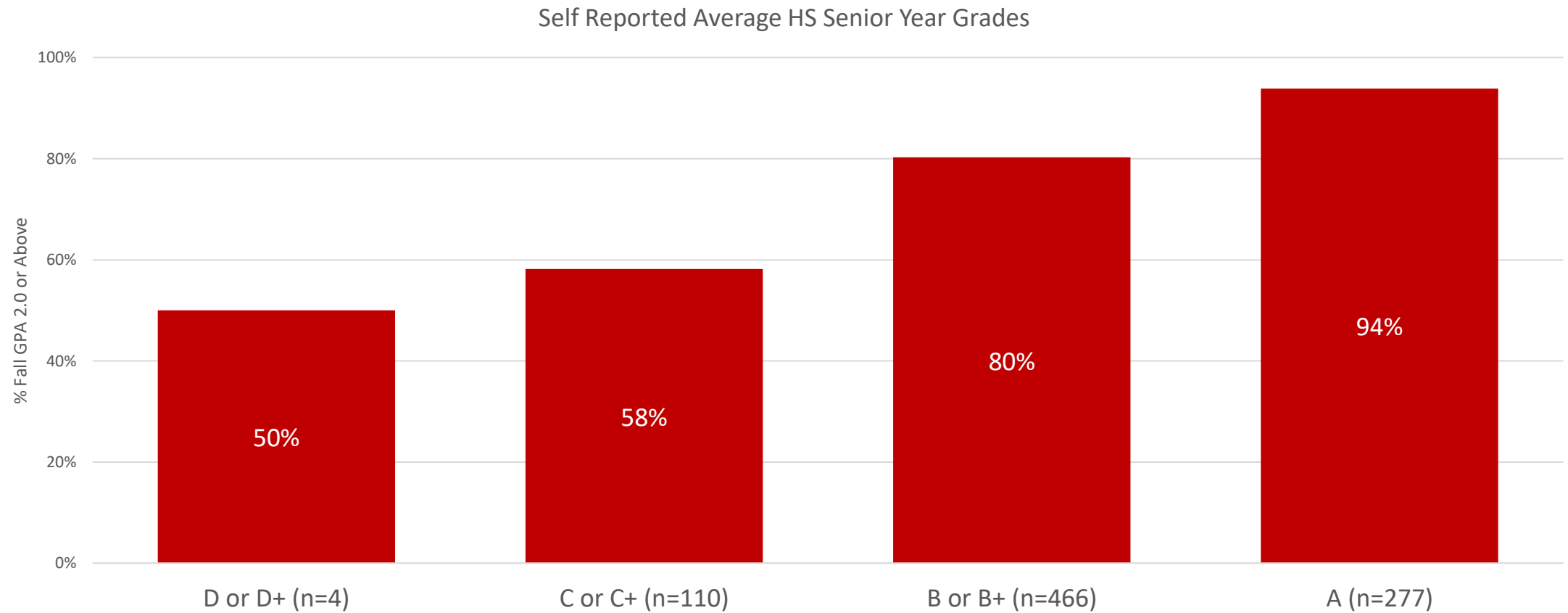
Possible Implications for Practice: Academic Support

- Students who reported that their average senior GPA was below a B and/or who had high scores on Predicted Academic Difficulty scale were less likely to attain academic success during their first semester at OSU.

- These students could be provided referrals to various academic support services early on and be encouraged with growth mindset messages from advisors, peer mentors, and success coaches.

- The students could be encouraged to reach their academic performance goals through effort, commitment, hard work, and goal setting.

- Consider conducting tailored outreach to students who self-report a GPA below a B (perhaps to set up an appointment to discuss opportunities for the students to define their goals and improve their study skills).

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Possible Implications for Practice: Study Habit Support

- Measures the amount of time and effort that students plan to devote to studies.
- Students could be referred to appropriate academic support early on.
- Students could also benefit from tips on the following: developing a clear daily routine, setting aside certain periods of time to study, learning to focus attention and to pace themselves, effective notetaking and reviewing, and more.
- This variable may also be an indicator that students have limited time to studies in addition to work, family, and commuting commitments.

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Safety Net Cash

How likely is it that you could come up with $400 in cash in the event of a financial emergency during the school year?

- Very unlikely or Somewhat unlikely (n=174): 75%
- Somewhat likely or Very likely (n=683): 83%

Y-axis: % Fall GPA 2.0 or Above

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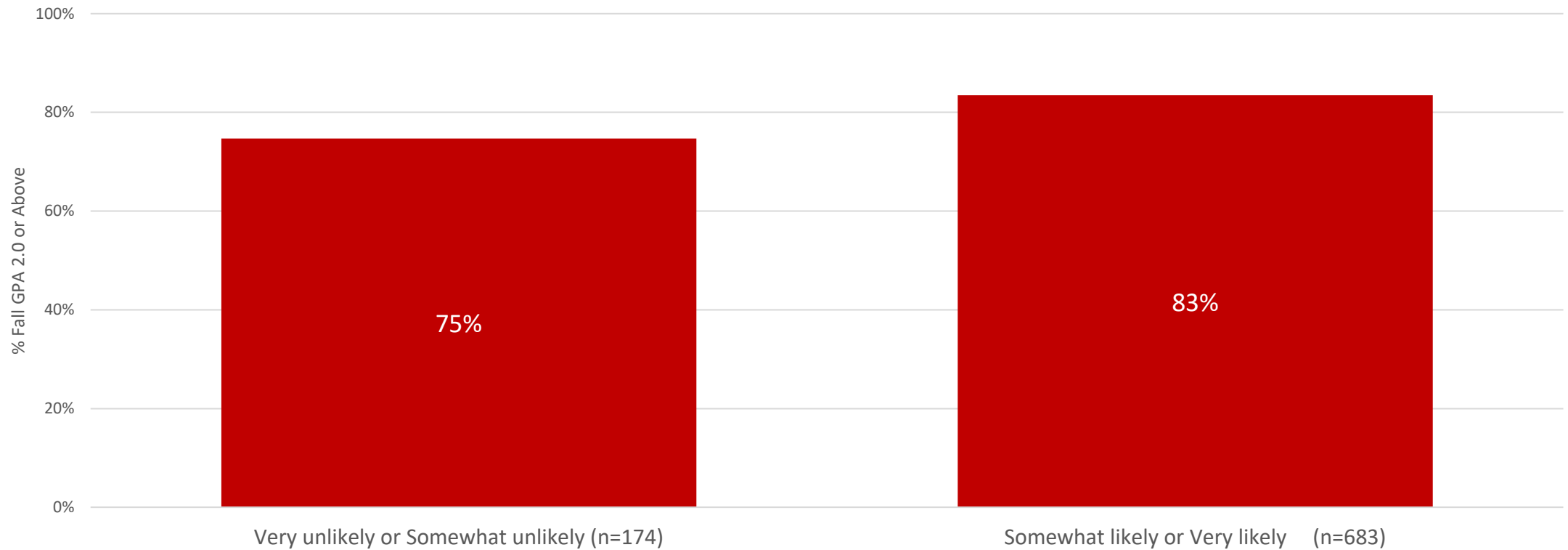
Possible Implications for Practice: Financial Aid Support

- Students who perceive that they may struggle to produce $400 in cash in the event of a financial emergency during the school year may have substantive financial barriers to attaining academic success.

- They may have a high degree of concern and stress related to their ability to finance college. As such, a small set-back may result in considerable stain on them financially and psychologically.

- It may be ideal to let students know that there is *Emergency Financial Assistance* available through the *Student Advocacy Center*. The Ohio State University provides emergency financial assistance to students who may otherwise be at risk of dropping out of the university due to an unexpected, unplanned, financial emergency. Applications are accepted and eligible students may be awarded up to $1,000.

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Parent Advice Money Management

My parents told me what I needed to know about money management?

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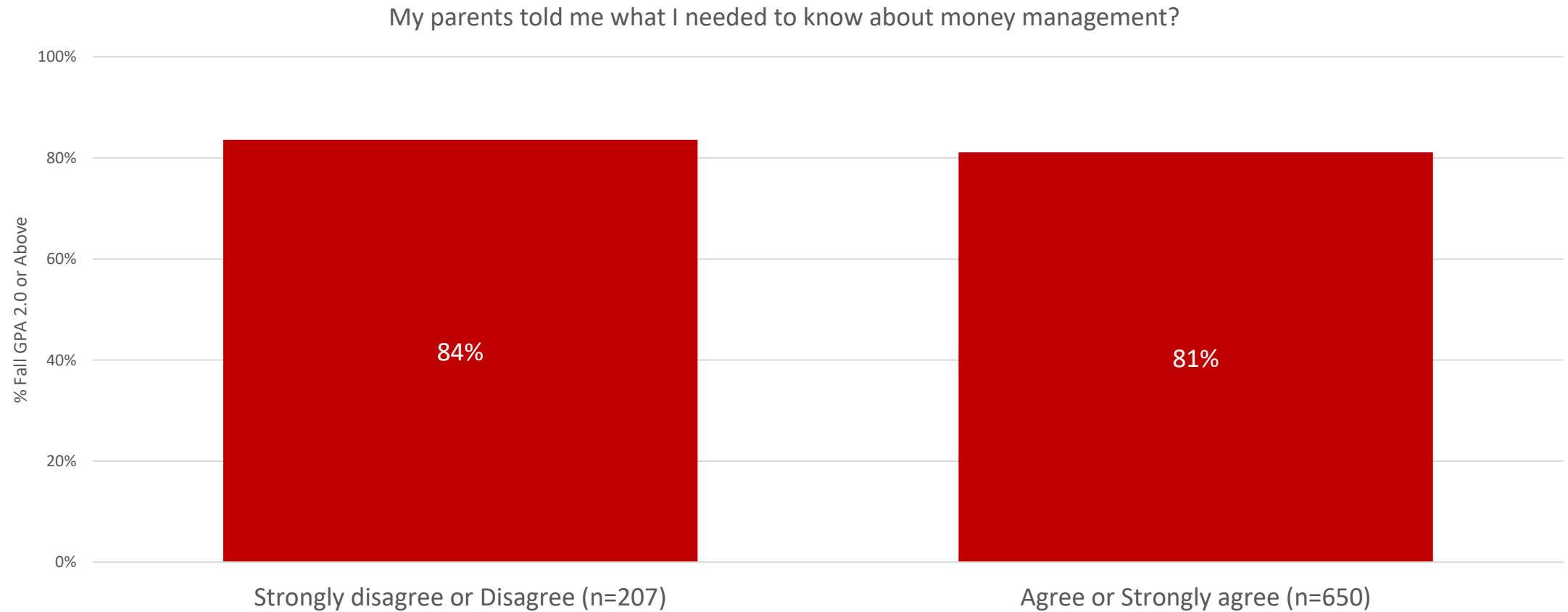
Possible Implications for Practice: Family Education and Outreach

- The item related to Parent Money Management may be an indicator of the types of informational support students have received directly from their parents and families.

- Many higher education institutions recognize the importance role that families play in student success. More family outreach may be necessary to ensure that families are prepared to inform students about what they need to know about money management and provide accurate information.

- The fact that this was a negative predictor of student success in the first semester may be a proxy for students being concerned about finances meaning that those who are most concerned about finances may be the students most likely to ask parents for advice about money management.

- More research may be necessary to understand this finding.

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Professional Degree Sought

Self reported degree sought

A professional degree (n=91): 80%
A 4-year college degree (bachelor's) (n=365): 85%

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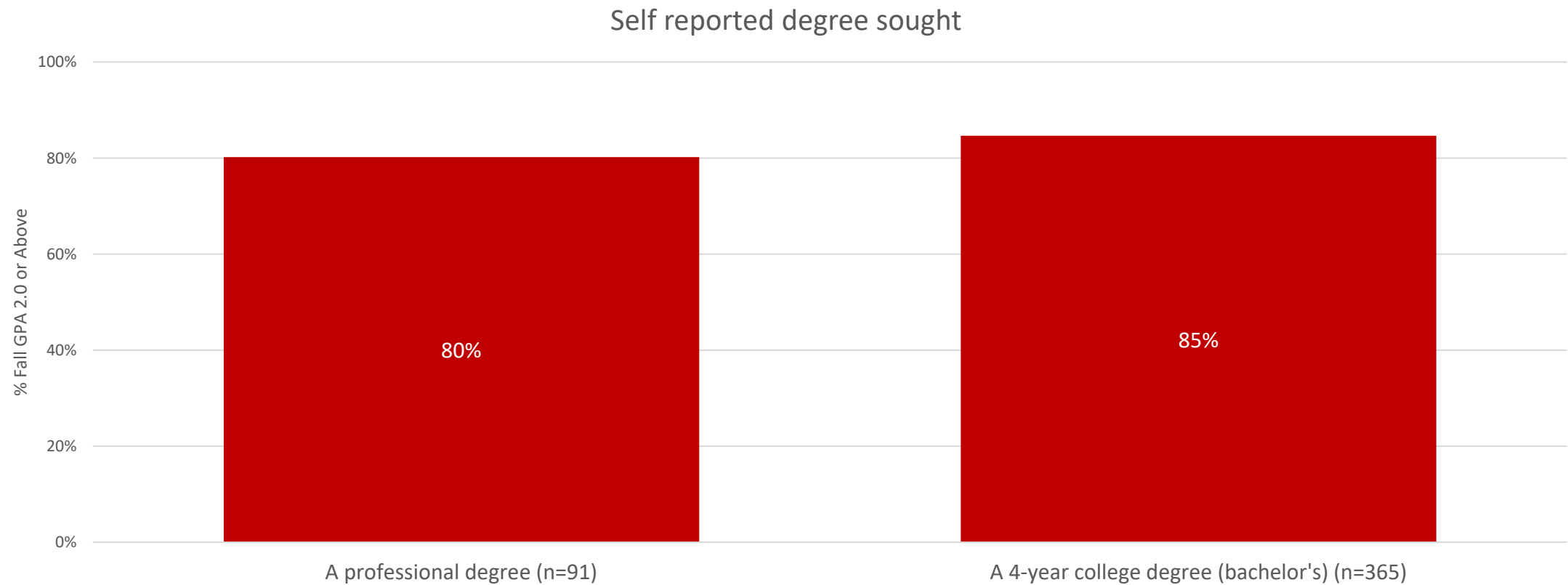
Female Students Tend to Have Higher Levels of Academic Success than Males

SEX

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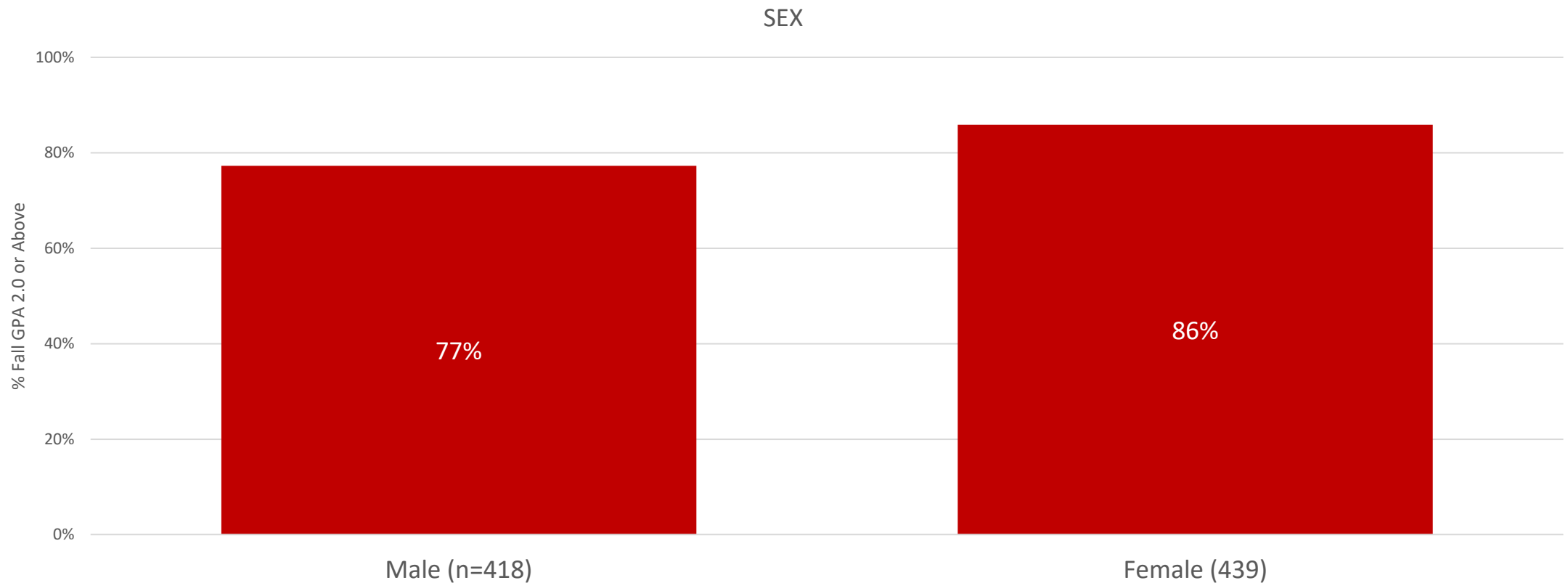
Ohio State Newark College Student Inventory (CSI) Survey Predictors of Student Success

- **The Predicted Academic Difficulty**

- **The Dropout Proneness Scale** This scale measures the student's overall inclination to drop out of school before finishing a degree. The scale was developed empirically by comparing students who stayed in school after their first term with those who did not.

- **First-generation college student**: Neither parent earned a 4-year college degree or above.

- **Transportation Issues:** How often have you missed classes due to transportation issues this semester? (recoded 'Never'=0; 'Rarely/once a semester'=1; 'Once a month'=1; 'Once a week'=1; 'Daily'=1)

+ **Study Habits percentile**: This scale measures the student's willingness to make the sacrifices needed to achieve academic success. It focuses on a student's effort, rather than interest in intellectual matters or the desire for a degree. It can therefore be used to make referrals to services that assist students in developing better study habits. (Percentile score ranges from 0 to 100)

- **Verbal Confidence percentile**: This scale measures the degree to which the student feels capable of doing well in courses that heavily emphasize reading, writing, and public speaking. (Percentile score ranges from 0 to 100)
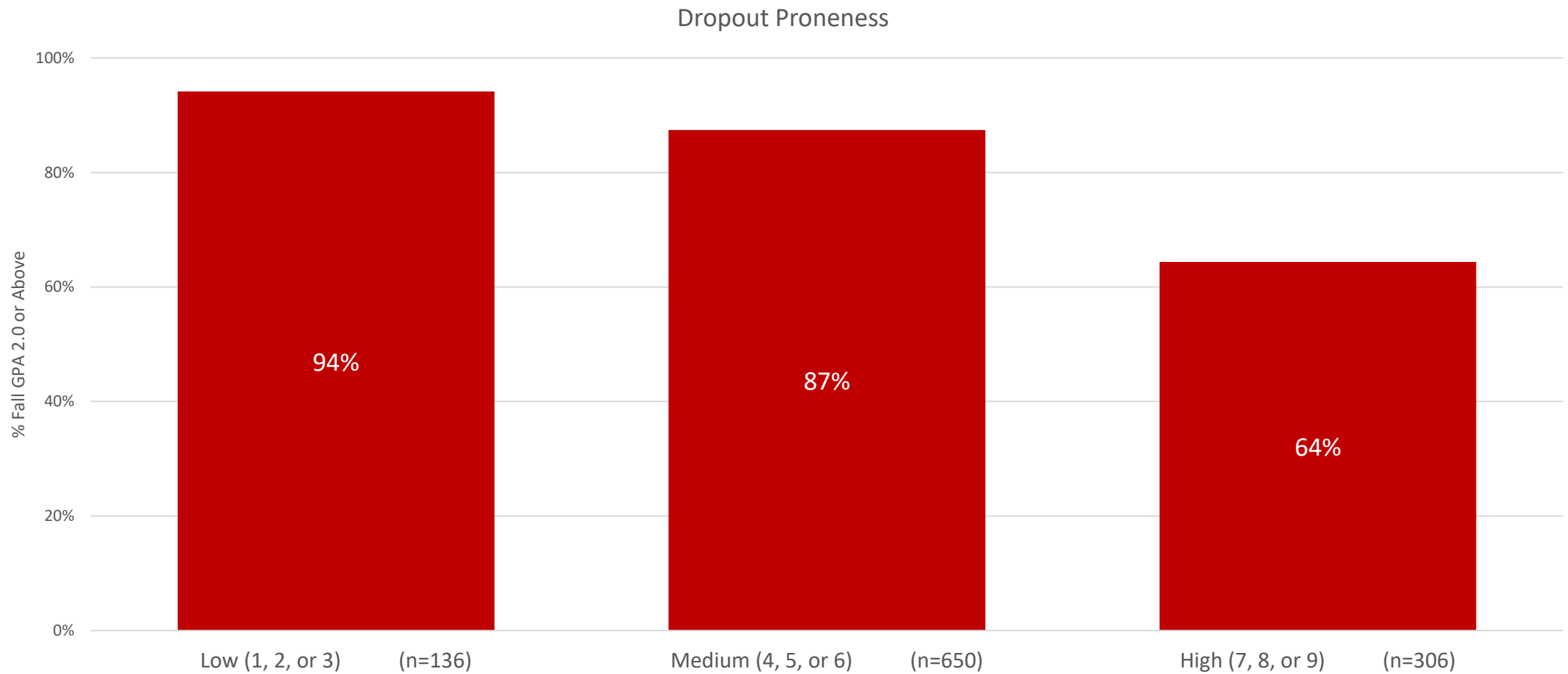
- **Discuss emotional tensions with counselor**: "I would like to talk with a counselor about some feelings of discouragement or unhappy thoughts that keep bothering me." One of the 25 potential action items in the survey. (A seven-point rating scale converted by RNL to 0-10 continuous scale)

+ **Senior year average GPA**: ('D Average'=1; 'D+ Average'=1.3; 'C Average'=2; 'C+ Average'=2.3; 'B Average'=3; 'B+ Average'=3.3; 'A Average'=4)
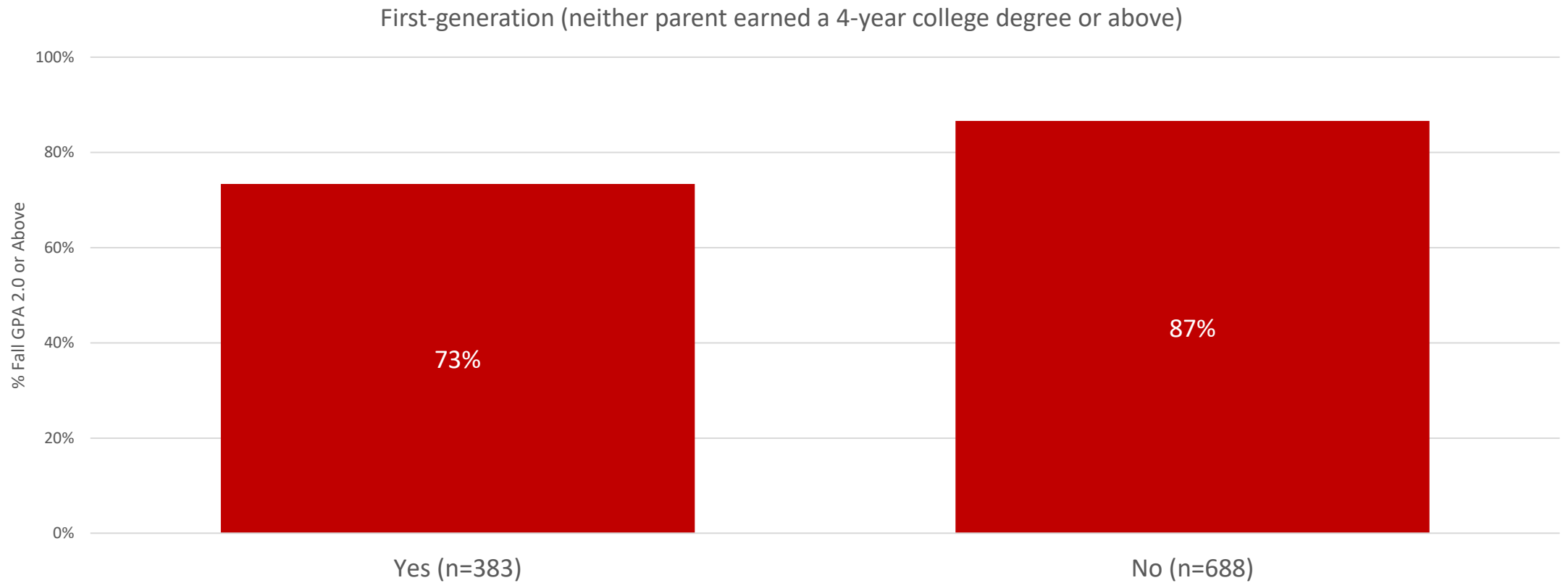
Results are based on 2022 Beginner Cohort CSI Survey (n=1092)

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Dropout Proneness

Dropout Proneness

94%

87%

64%

% Fall GPA 2.0 or Above

100%

80%

60%

40%

20%

0%

Low (1, 2, or 3) (n=136)

Medium (4, 5, or 6) (n=650)

High (7, 8, or 9) (n=306)

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First-Generation Students

First-generation (neither parent earned a 4-year college degree or above)

- Y-axis: % Fall GPA 2.0 or Above (0% to 100%)
- Yes (n=383): 73%
- No (n=688): 87%

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Possible Implications for Practice: First-Generation Students

- First-generation students are often one the most vulnerable populations at risk of stopping out or leaving early without a degree. It is important to provide early outreach and intervention support to help students with their transition students through the first year and beyond.

- This may entail more intrusive advising strategies and other interventions to foster students' sense of belonging.

- Scholars tend to argue that first-generation college students lack the social capital, or access to resource rich networks that can provide information about the kinds of knowledge, and behaviors valued within the higher education environment.

- First generation students may need assistance in cultivating peer networks and other networks of support. They may also benefit with referrals to various college resources to help them navigate college.

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Transportation Issues

Transportation Issues

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Possible Implications for Practice: Transportation Issues

- Students could be contacted early on and provided information about different transportation options and even emergency financial aid programs for car repairs.

- Consider setting up a carpool matching program for students with transportation issues (e.g., UW-Bothell uses this carpool matching system: https://www.rideshareonline.com/Commuters/carpool.html and UNC-Chapel Hill uses this one: https://move.unc.edu/rideshare/carpool/).

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Possible Implications For Practice: Mental Health Support

- Students who report that that they would like to *talk with a counselor about some feelings of discouragement or unhappy thoughts that keep bothering me* were less likely to be successful academically.

- Students could be referred to mental health services early on and reminded that many students have mental health issues when they begin college and end up being successful (normalizing so they don't feel isolated and loss of hope).

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Possible Implications for Practice: Study Habit Support

- Study Habits measures the amount of time and effort that students plan to devote to studies.
- Students could be referred to appropriate academic support early on.
- Students could also benefit from tips on the following: developing a clear daily routine, setting aside certain periods of time to study, learning to focus attention and to pace themselves, effective notetaking and reviewing, and more. This variable may also be an indicator that students have limited time to studies in addition to work, family, and commuting commitments.

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Interpreting the Verbal Confidence Scale

- It may seem counterintuitive that the more capable students' felt about doing well in courses that heavily emphasize reading, writing, and public speaking, the less successful they are academically in their first term.

- However, these students may have *overconfidence bias* meaning that people tend to wrongly overestimate their knowledge or ability in a specific area, sometimes in comparison to others.

- First-year students are often prone to this bias in terms of overestimating their ability to do well in certain college subjects because they have little experience with particular subjects like writing at the college level (e.g., they don't know what they don't know!), Students could be given referrals to the writing centers or other academic supports such as peer mentoring or tutoring so they know where to go when they face difficulties.

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Ohio State Marion (CSI) Survey Predictors of Student Success

- The Predicted Academic Difficulty

- Get help in meeting new friends: "I would like to attend an informal gathering where I can meet some new friends."

+ Senior year average GPA: ('D Average'=1; 'D+ Average'=1.3; 'C Average'=2; 'C+ Average'=2.3; 'B Average'=3; 'B+ Average'=3.3; 'A Average'=4)

+ Sex: (**Female**=1; Male=0)

- Study Space: Consider where you will be living when classes start. To what extent do you agree with this statement: I have a space where I can do my work that is free of distractions.(Strongly Disagree=1; Disagree=2; Agree=3; Strongly Agree=4)

- Food Insecurity: During the last 30 days, how frequently have you experienced food insecurity (lack of access to healthy food)? ('Never'=1; 'Occasionally'=2; 'Frequently'=3; 'Very frequently'=4)

Results are based on 2022 Beginner Cohort CSI Survey (n=278)

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Food Insecurity

Food Insecurity/Lack of access to healthy food

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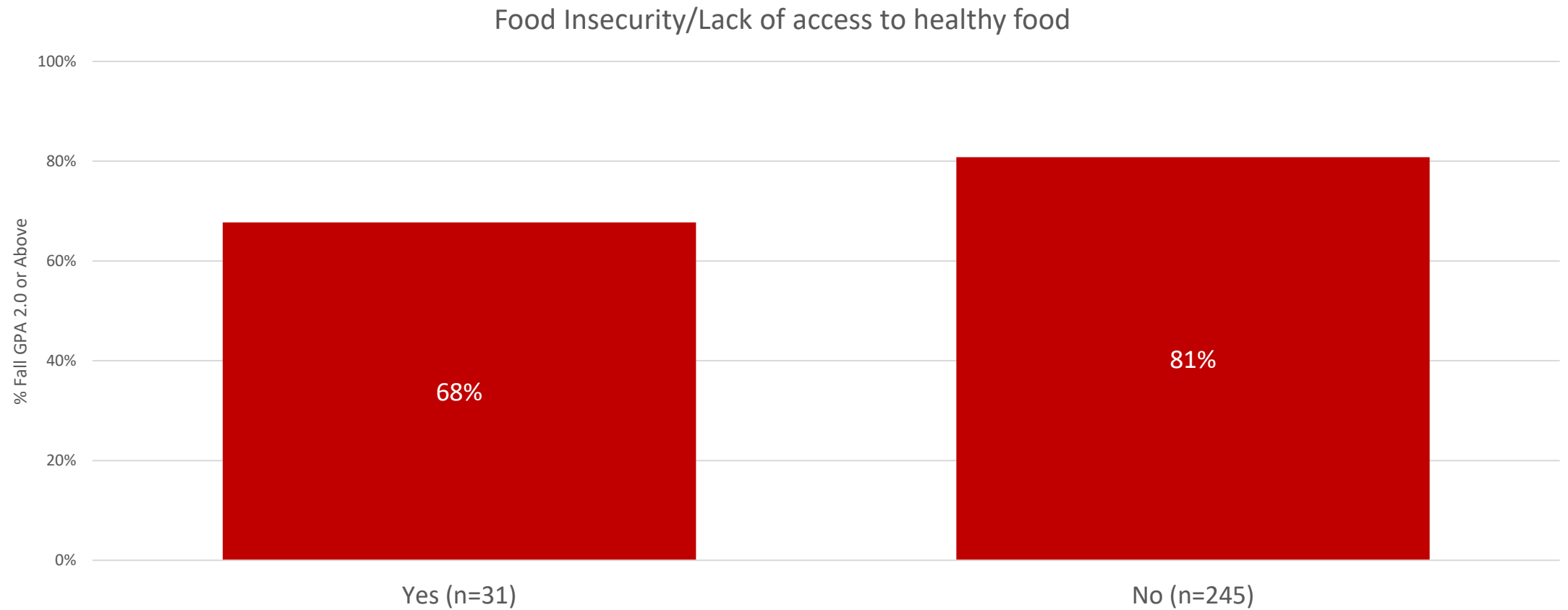
Possible Implications for Practice: Addressing Food Insecurity

- Students who reported high frequency levels regarding "during the last 30 days, how frequently have you experienced food insecurity (lack of access to healthy food)?" could receive targeted outreach and referrals to food pantries and low-cost alternatives for healthy food.

- This item is also a good indicator that students may face other financial obstacles in affording college and meeting the demands of college.

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Living Space

I have a space where I can do my work that is free of distractions
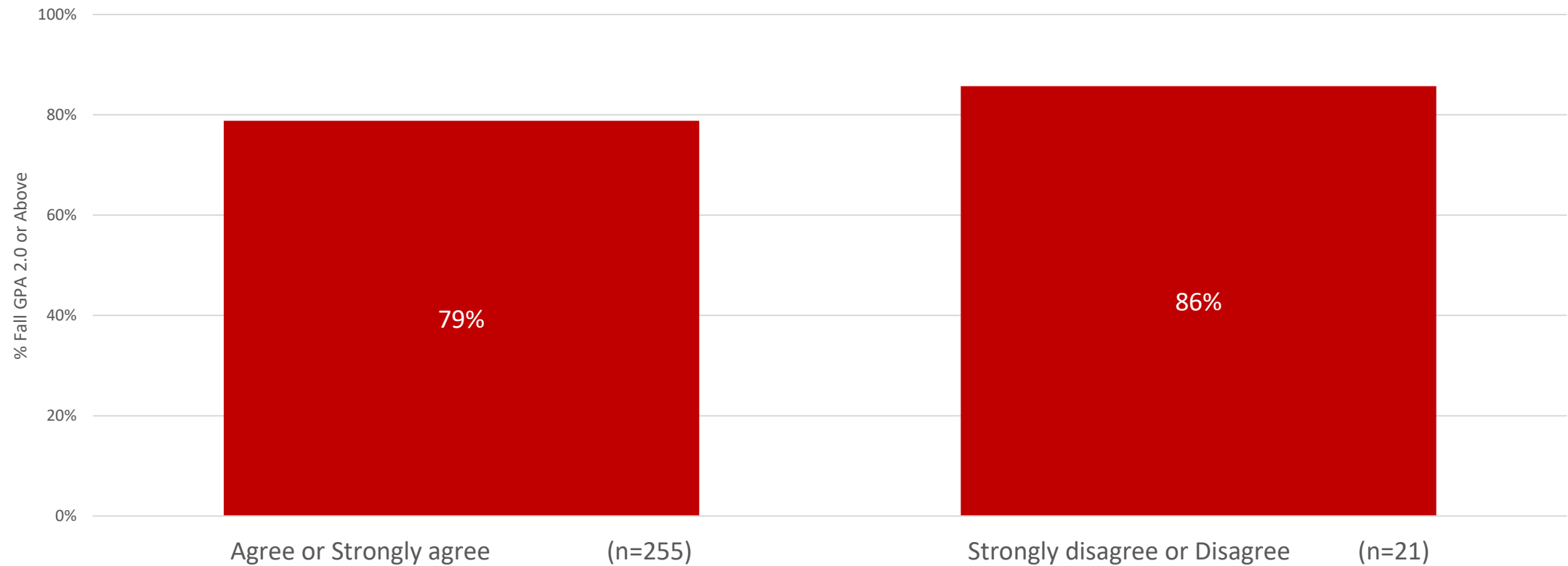
Possible Implications for Practice: Study Space

- Students who were more likely to report that "I have a space where I can do my work that is free of distractions" tended to have <u>lower</u> levels of academic success.

- While this seems counterintuitive it could be an indicator of where a student is living. Research suggests that students who live with other students attending the same institution have built in networks of peer support and can build norms around being successful in college. These same students may also lack a dedicated study spaces as they may have to share spaces with other students.

- This finding may require more research.

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Possible Implications for Practice: Meeting Friends and Developing Social Networks

- Students who report high scores on "I would like to attend an informal gathering where I can meet some new friends" could be given information about various campus activities, events, and student organizations/clubs early on.

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Ohio State Mansfield
College Student Inventory (CSI) Survey Predictors of Student Success

- Predicted Academic Difficulty

- Interview Process: When searching for a job, I know what to expect in the Interview Process. (Strongly Disagree=1; Disagree=2; Agree=3; Strongly Agree=4)

+ Study Habits percentile: This scale measures the student's willingness to make the sacrifices needed to achieve academic success. It focuses on a student's effort, rather than interest in intellectual matters or the desire for a degree. It can therefore be used to make referrals to services that assist students in developing better study habits.

+ Senior year average GPA: ('D Average'=1; 'D+ Average'=1.3; 'C Average'=2; 'C+ Average'=2.3; 'B Average'=3; 'B+ Average'=3.3; 'A Average'=4)
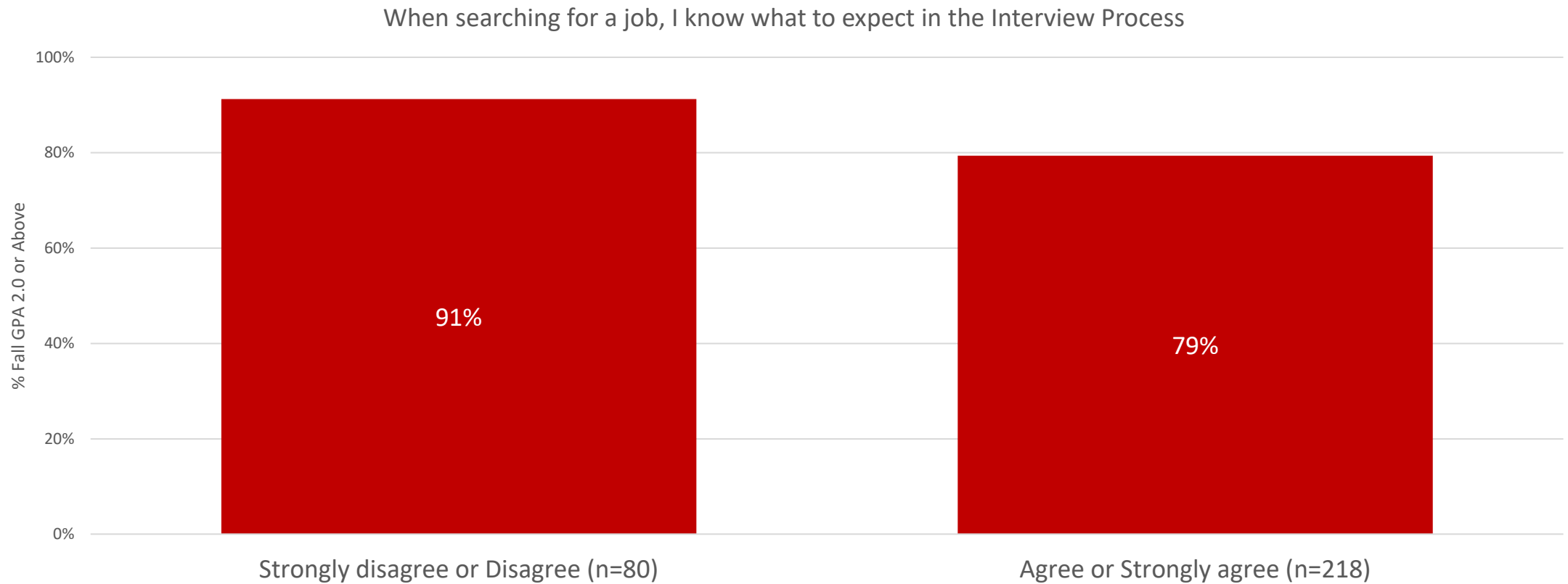
+ Sex: (Female=1; Male=0)

- Racial ethnic origin categories: Black/African American

Results are based on 2022 Beginner Cohort CSI Survey (n=303).

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Know What To Expect Job Interview

When searching for a job, I know what to expect in the Interview Process

Chart showing "% Fall GPA 2.0 or Above" by response: Strongly disagree or Disagree (n=80) at 91%, Agree or Strongly agree (n=218) at 79%.
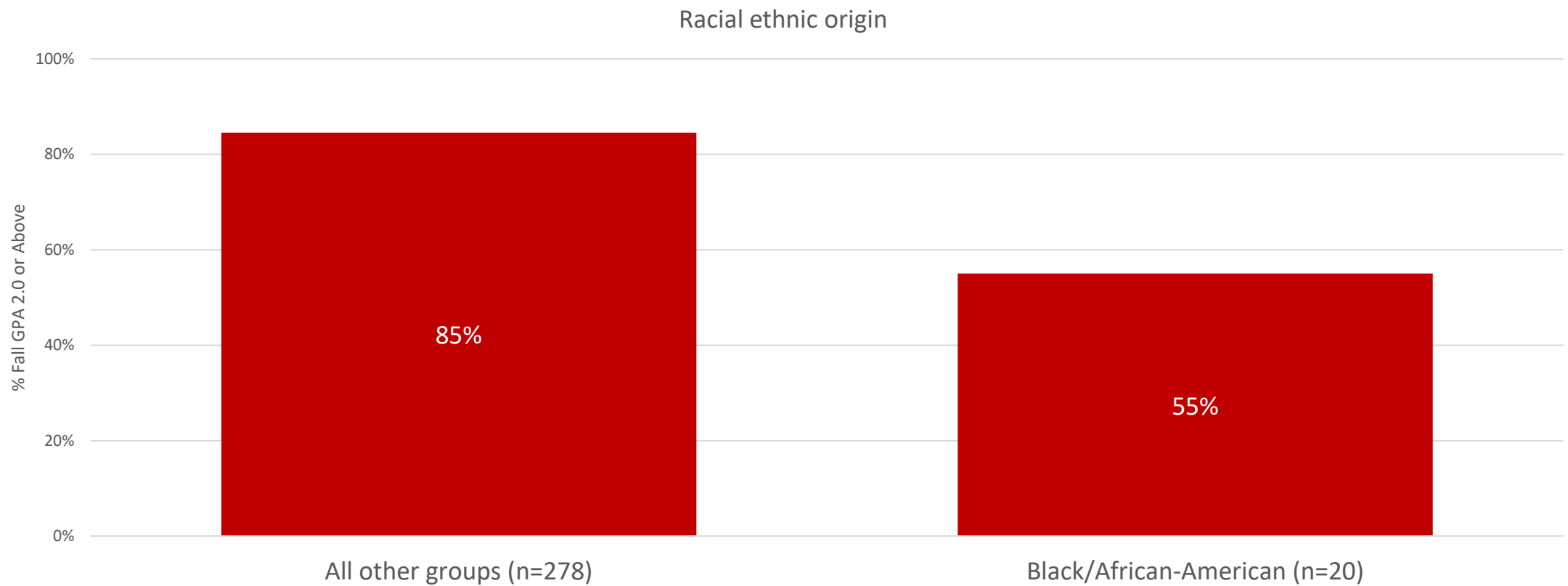
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Interview Process Confidence

- It may seem counterintuitive that the higher agreement students reported that they understood the job interview process, the less successful they were academically in their first term.

- However, these students may have *overconfidence bias* meaning that people tend to wrongly overestimate their knowledge or ability in a specific area, sometimes in comparison to others.

- First-year students are often prone to this bias in terms of overestimating their ability to do well in certain tasks because they have little experience with tasks like interviewing for a job (e.g., they don't know what they don't know).

- Could be an indicator that job searching is salient in the student's mind.

- More research may be necessary to understand this finding.

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African American Students

Racial ethnic origin

85% — All other groups (n=278)
55% — Black/African-American (n=20)

% Fall GPA 2.0 or Above

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Possible Implications for Practice: Support for African American Students

- It may be important to provide early outreach and intervention support to help African American students with their transition through the first year and beyond.

- This may entail more intrusive advising strategies and other interventions to foster students' sense of belonging.

- Referrals to engage in high-impact practices (service learning, undergraduate research, internships, and more).

- African American students may also benefit from referrals to various college resources to help them navigate college and develop peer networks of support (student organizations/clubs).

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Ohio State Wooster
College Student Inventory (CSI) Predictors of Student Success

- Predicted Academic Difficulty
+ Safety Net Cash
+ Senior year average GPA

Results are based on 2022 Beginner Cohort CSI Survey (n=212).

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Safety Net Cash

How likely is it that you could come up with $400 in cash in the event of a financial emergency during the school year?

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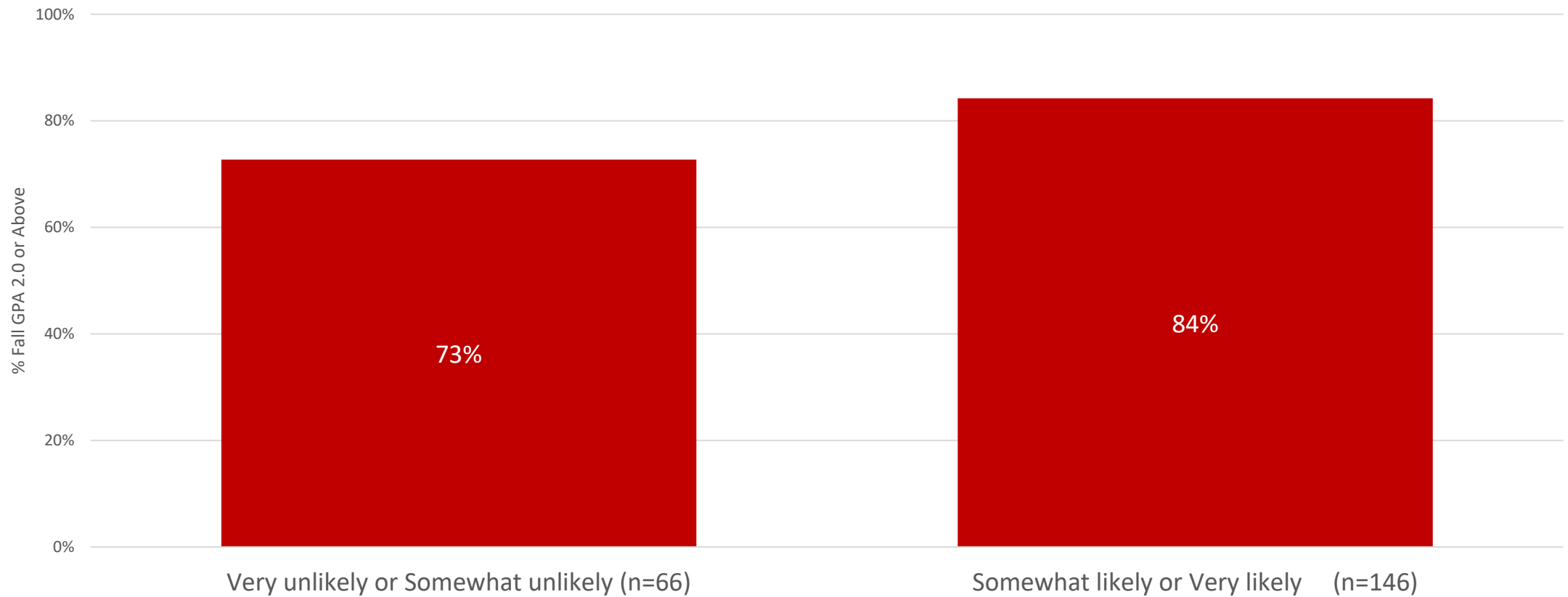
Questions/Feedback/Discussion