



PRESENTATION HANDOUT



Storytelling through CSI Data

BETH SWARTZ

Director, TRIO Student Support Services
Fitchburg State University

Today's Story ■

Chapter One:	Context - Who Am I?
Chapter Two:	Getting the Data
Chapter Three:	Analyzing the Data
Chapter Four:	Telling A Story

Chapter One: Who Am I?

A Brief Description of TRIO SSS,
Fitchburg State,
and Me

A Brief Description of TRIO SSS, Fitchburg State, and Me

First-Generation
Income-Eligible
Student with Disability



A Brief Description of TRIO SSS, Fitchburg State, and Me

Public University

Serves ~6,000 undergrad
and grad

TRIO SSS grant since 1997

Using CSI since 2008



A Brief Description of TRIO SSS, Fitchburg State, and Me

Director of TRIO SSS

Would have qualified for
TRIO SSS as an undergrad

Huge “Data Geek”

“Effective use of data is our best tool to
retain and graduate students”



Why do I say
“Data is our best tool?”

You need data to tell a story

Chapter Two: Getting the Data

You need to know your subject

Data **enhances** our
knowledge
of **students**

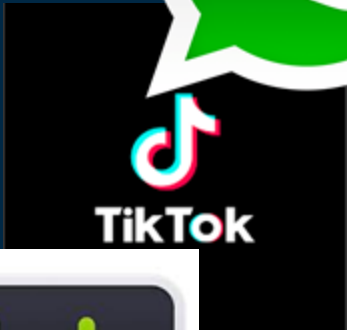


...AND

Universities using data is
a reasonable expectation
our students have







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If we don't **know** our students,
how are we going to
customize our **services** to ensure
student **retention** and **graduation** rates?

How can we tell their story?

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A cluster of decorative squares in the top right corner, including a small cyan square, a white square, a small orange square, a white square, a small white square, a white square, and a cyan square.

There are **3 ways** CSI data
can tell a story

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1. CSI data included in student profiles

Total Credits Earned	Credit Completion % at this Institution	Predicted Support Level
<u>12.00</u>	<u>39%</u>	<u>High</u> View detail

Pre-Major
Bachelor of Science
Fitchburg State University

STUDENT ID

CLASSIFICATION
Freshman

Categories

CSI Academic Difficulty, CSI Dropout Proneness, CSI Educational Stress, Day Students, First Generation Students, HS GPA: 2.76 - 3.00, In-State Residency, MINOR: Criminal Justice, Non-Hispanic, Non-transfer Students, SAT Math-NEW 530-569, SAT R&W-NEW 501-559

2. Formatted CSI reports from RNL

Motivational Assessment

Academic Motivation	Perc. Rank	Very Low	Very High
Study Habits	62		
Reading Interests	48		
Verbal and Writing Confidence	67		
Math and Science Confidence	46		
Commitment to College	80		
Interactions with Previous Teachers	81		
General Coping			
Social Engagement	37		
Family Support	99		
Capacity for Tolerance	59		
Career Plans	77		
Financial Security	62		
Receptivity to Support Services			
Academic Assistance	30		
Personal Counseling	18		
Social Engagement	12		
Career Guidance	22		
Financial Guidance	56		

Internal Validity Excellent

Personal Success Plan for [REDACTED]

The strength of each recommendation 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 selecting an academic program	5.6
Get help in obtaining a scholarship	5.4
Get help with exam skills	5.4
Get help with reading skills	5.0
Get help with study habits	5.0
Get help with basic math skills	4.9

Student Background Information

High School Academics

Senior Year GPA B Average

Family Background

Racial/Ethnic Origin Multiethnic or Other

Parent1's/Guardian's Education High School Diploma

Parent2's/Guardian's Education Some College

College Experience

Decision to Enroll Many Months Before

Degree Sought a professional degree

Plans to Work 21-30 Hours per Week

Grouping Fields*

FYE N

PIF N

Notice

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

3. Raw Data CSI reports from RNL

Get help with exam skills	Get help with study habits	Get help with writing skills	Get help with basic math skills	Get tutoring in selected areas	Get help with reading skills	Discuss attitude toward school with counselor	Discuss an unwanted habit with counselor	Discuss personal relationships and social life with counselor	Discuss family problems with counselor
5.78	5.30	5.75	5.27	4.15	4.17	3.84	3.81	4.42	4.39
5.70	5.70	5.07	4.28	4.28	3.27	5.57	5.00	4.31	4.19
8.71	7.33	7.28	7.76	7.76	8.71	7.82	6.78	9.05	6.25
5.39	5.39	4.86	4.86	4.86	4.81	5.40	4.09	4.09	4.25
6.36	6.71	6.49	6.49	6.15	7.04	6.83	5.24	6.34	7.01
6.83	7.73	8.15	7.73	6.83	6.83	4.23	6.02	4.22	3.69
4.37	3.50	6.23	5.66	5.04	5.72	5.44	7.83	5.40	5.50
6.40	5.11	5.59	5.12	6.42	6.00	6.80	6.83	7.19	6.12
7.86	8.32	7.87	7.87	7.87	8.32	8.07	7.65	8.09	8.14
7.33	6.85	5.74	5.11	6.30	6.85	6.40	5.83	6.37	5.05

The raw data enables more in-depth analysis

AZ
Academic Stress (percentile)
73.00

BD
Self-reported college prep (percentile)
18.00

AE	AF	AG	AH	AI	AJ
Discuss attitude toward school with counselor	Discuss an unwanted habit with counselor	Discuss personal relationships and social life with counselor	Discuss family problems with counselor	Discuss emotional tensions with counselor	Discuss unhappy feelings with counselor
7.11	4.49	4.49	4.39	4.49	4.49



**While TRIO SSS DOES NOT claim to be counselors, many students do not differentiate between “advisors” and “counselors” when it comes to discussing personal issues*

For incoming **first-year students**, we combine CSI data with measurements:

1. **High School GPA**
2. Any **testing scores** available (such as Accuplacer)

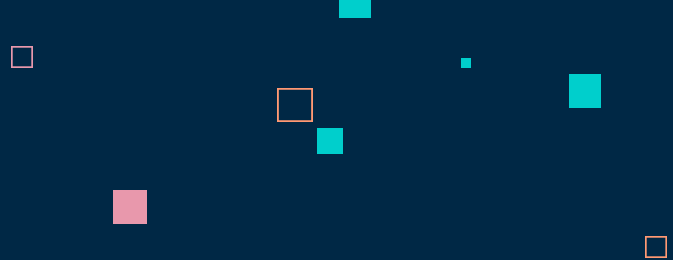
For **current students**
seeking support from TRIO SSS,
we combine CSI data with:

1. **Current GPA**
2. **# of Semesters Completed**
(Retention)

For all populations, we combine
CSI data with demographics:

- 1. Gender Identity**
- 2. Race / Ethnicity**
- 3. First-Generation status**



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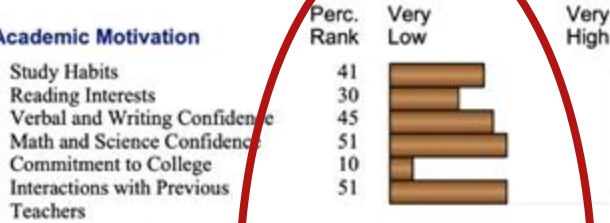
Chapter Three: Analyzing the Data

What does the data tell you?

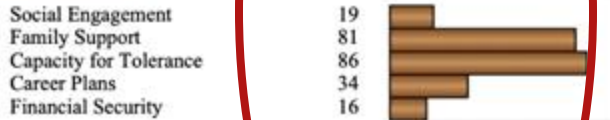
A small cluster of decorative squares in the bottom left corner, including cyan and orange squares, some solid and some hollow.

Your Motivational Assessment

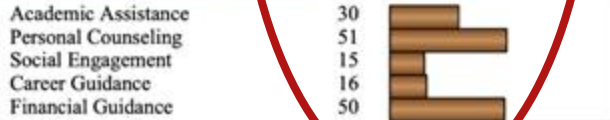
Academic Motivation



General Coping



Receptivity to Support Services



Internal Validity Excellent

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 obtaining a scholarship	8.5
Get help with exam skills	7.6
Get help in obtaining a loan	7.5
Discuss attitude toward school with counselor	7.1
Get tutoring in selected areas	7.1
Get advice from an experienced student	7.1

About You

High School Academics

Senior Year GPA B+ Average

Family Background

Racial/Ethnic Origin Multiethnic or Other
 Parent1's/Guardian's Education High School Diploma
 Parent2's/Guardian's Education Some College

College Experience

Decision to Enroll Few Weeks Before
 Degree Sought a 4-year college degree (bachelor's)
 Plans to Work 11-20 Hours per Week

Grouping Fields

FYE Y
 PIF N
 Freshman Status N

Noti Screenshot

Sample Student Response

Your Motivational Assessment

Academic Motivation

	Perc. Rank	Very Low	Very High
Study Habits	41		
Reading Interests	30		
Verbal and Writing Confidence	45		
Math and Science Confidence	51		
Commitment to College	10		
Interactions with Previous Teachers	51		

General Coping

Social Engagement	19		
Family Support	81		
Capacity for Tolerance	86		
Career Plans	34		
Financial Security	16		

Receptivity to Support Services

Academic Assistance	30		
Personal Counseling	51		
Social Engagement	15		
Career Guidance	16		
Financial Guidance	50		

Internal Validity

Excellent

Your Personal Success Plan

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About You

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Senior Year GPA B+ Average

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Grouping Fields

FYE Y
PIF N
Freshman Status N

Noti Screenshot

Sample
Student
Demographics

Your Motivational Assessment

Academic Motivation

	Perc. Rank	Very Low	Very High
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Internal Validity: Excellent

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Get advice from an experienced student	7.1

About You

High School Academics

Senior Year GPA: B+ Average

Family Background

Racial/Ethnic Origin: Multiethnic or Other
Parent1's/Guardian's Education: High School Diploma
Parent2's/Guardian's Education: Some College

College Experience

Decision to Enroll: Few Weeks Before
Degree Sought: a 4-year college degree (bachelor's)
Plans to Work: 11-20 Hours per Week

Grouping Fields

FYE: Y
PIF: N
Freshman Status: N

Noti Screenshot


Sample Student Success Plan

The “Success Plan” is an “Advising Plan”
for individual students -
are they engaging in these behaviors?

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 obtaining a scholarship	8.5
Get help with exam skills	7.6
Get help in obtaining a loan	7.5
Discuss attitude toward school with counselor	7.1
Get tutoring in selected areas	7.1
Get advice from an experienced student	7.1

A cluster of six small squares in the top right corner, arranged in a roughly diagonal line from top-left to bottom-right. The squares are white with a thin red outline. One square is filled with a solid red color, while the others are hollow.

We then go from the individual,
and **expand outward** to
examine broader populations
and **make predictions**

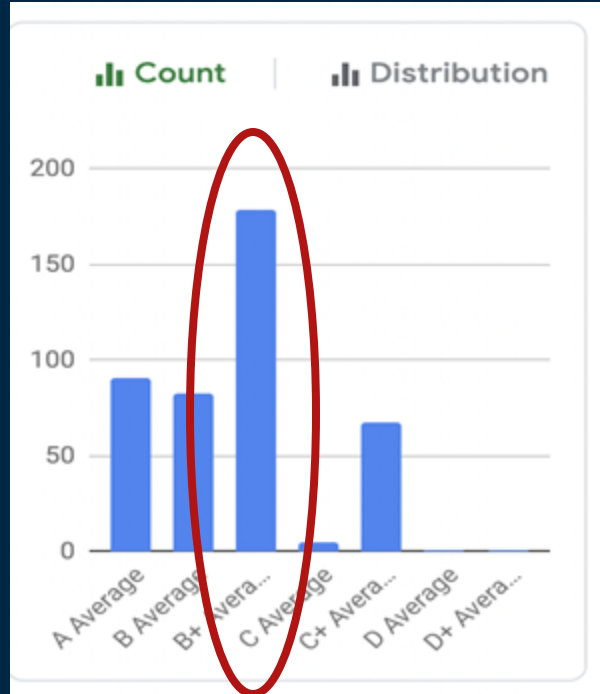


Comparing One to Many

High School Academics

Senior Year GPA

B+ Average



VALUE	FREQUENCY
B+ Average	179
A Average	91
B Average	83
C+ Average	67
C Average	5
Total rows	428

Comparing One to Many All First-Generation

Family Background

Racial/Ethnic Origin Multiethnic or Other
 Parent1's/Guardian's Education High School Diploma
 Parent2's/Guardian's Education Some College

Some College	Some College	001	Multiethnic or O	B Average	Few Weeks Before
Some College	Some College		Multiethnic or O	B Average	Few Weeks Before
High School Dipl	Some College		Multiethnic or O	B+ Average	Many Months Before
Some College	High School Dipl	001	Multiethnic or O	B+ Average	Few Weeks Before
High School Dipl	Some College		Multiethnic or O	B+ Average	Many Months Before
Some High Scho	Some College		Multiethnic or O	C+ Average	Many Months Before
High School Dipl	High School Diploma		Multiethnic or O	C+ Average	Many Months Before
Some High Scho	Some High Scho	001	Multiethnic or O	C+ Average	Many Months Before

From earlier analysis this student was an outlier - are they still an outlier within their population?

AZ
Academic Stress (percentile)
73.00

BD
Self-reported college prep (percentile)
18.00

AE	AF	AG	AH	AI	AJ
Discuss attitude toward school with counselor	Discuss an unwanted habit with counselor	Discuss personal relationships and social life with counselor	Discuss family problems with counselor	Discuss emotional tensions with counselor	Discuss unhappy feelings with counselor
7.11	4.49	4.49	4.39	4.49	4.49



Academic Stress (percentile)
22.00
89.00
5.00
73.00
81.00
71.00
98.00
74.00



Average
score
64.13%

Academic Stress (percentile)

22.00

89.00

5.00

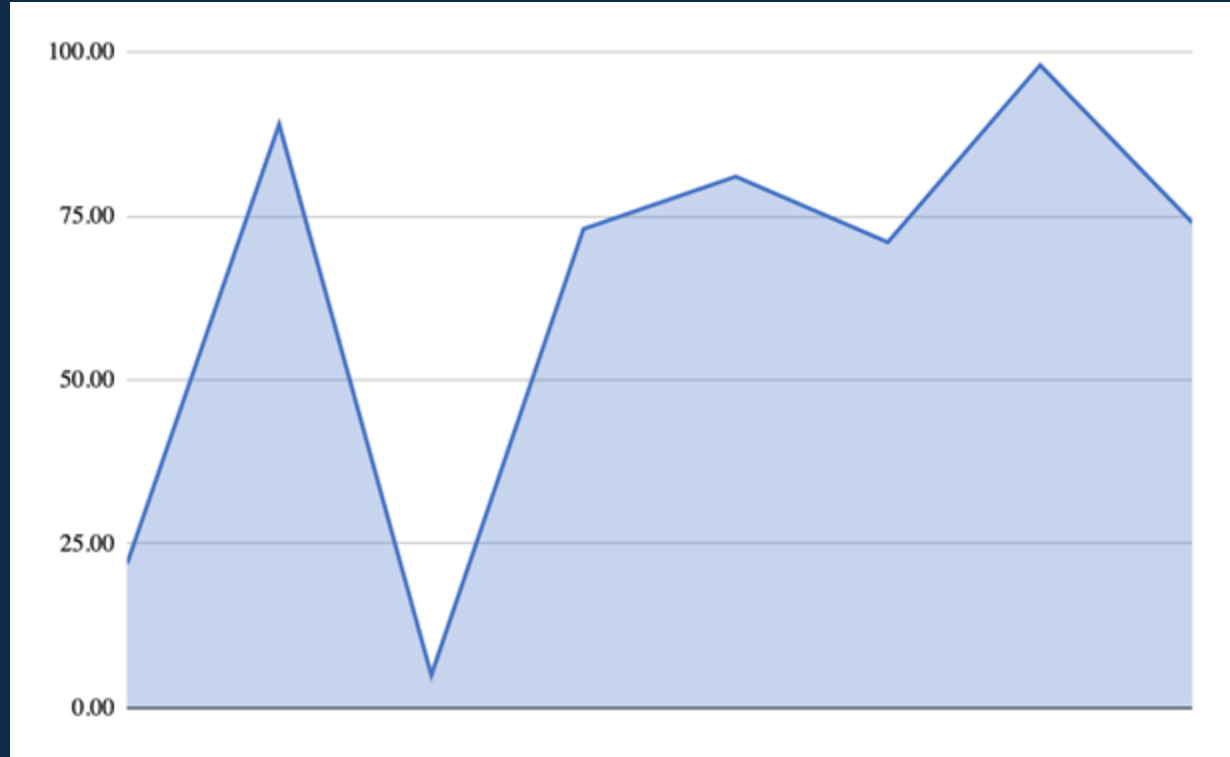
73.00

81.00

71.00

98.00

74.00



100.00

75.00

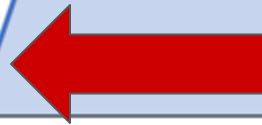
50.00

25.00

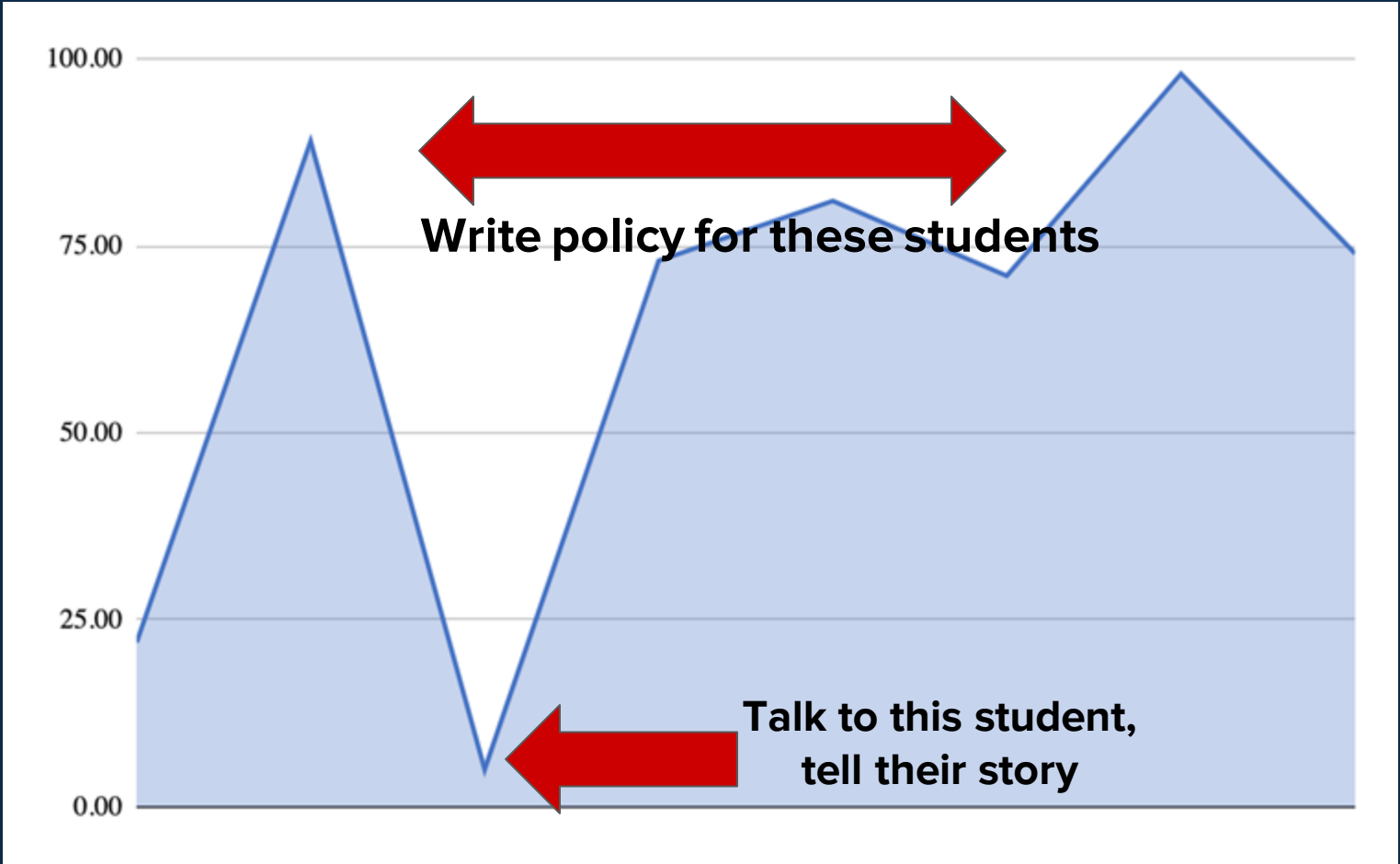
0.00



Write policy for these students



**Talk to this student,
tell their story**

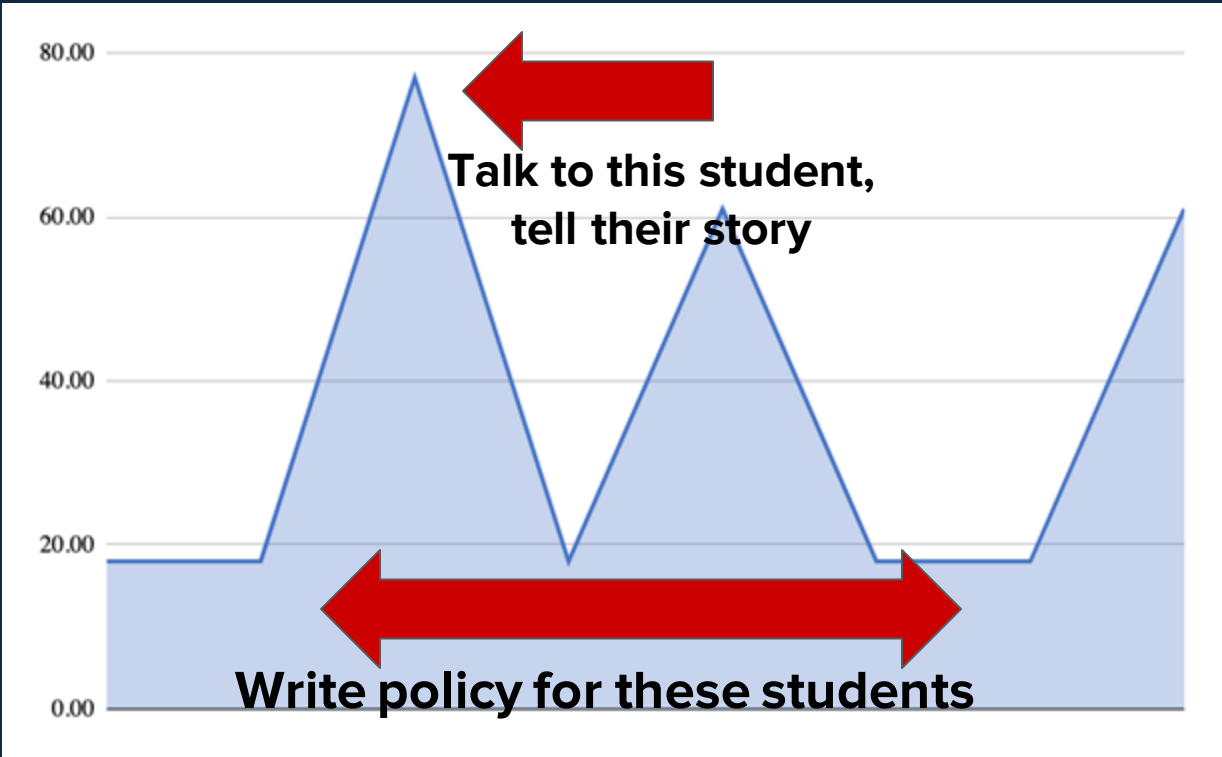


Self-reported college prep (percentile)
18.00
18.00
77.00
18.00
61.00
18.00
18.00
61.00

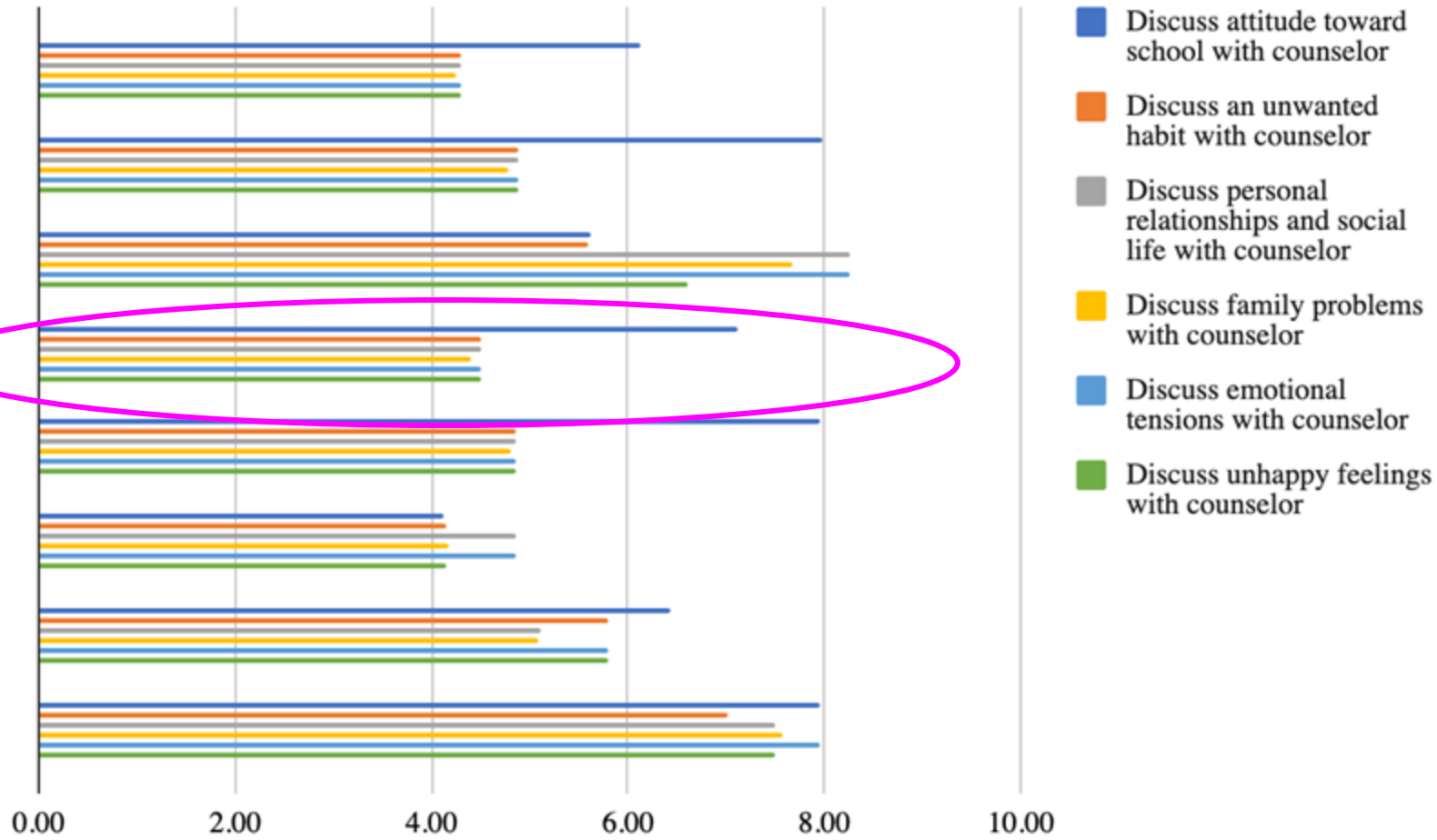


Average score
36.13%

Self-reported college prep (percentile)
18.00
18.00
77.00
18.00
61.00
18.00
18.00
61.00



Discuss attitude toward school with counselor	Discuss an unwanted habit with counselor	Discuss personal relationships and social life with counselor	Discuss family problems with counselor	Discuss emotional tensions with counselor	Discuss unhappy feelings with counselor
6.12	4.31	4.31	4.24	4.31	4.31
7.97	4.88	4.88	4.78	4.88	4.88
5.61	5.60	8.27	7.67	8.27	6.61
7.11	4.49	4.49	4.39	4.49	4.49
7.96	4.87	4.87	4.80	4.87	4.87
4.12	4.14	4.87	4.18	4.87	4.14
6.43	5.80	5.10	5.08	5.80	5.80
7.96	7.03	7.50	7.58	7.95	7.50





This particular student identifies as
“Male”
What happens if I just look at other
males?



Academic Stress (percentile) < >

Ignore rows

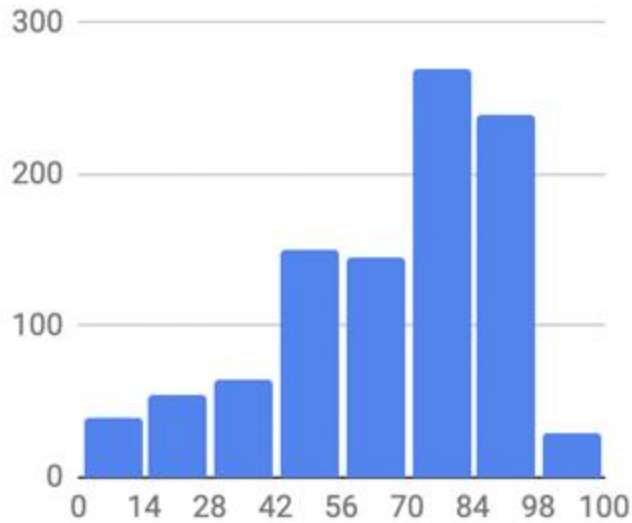
-

0

+

Count

Distribution



All Males

Average

65.84

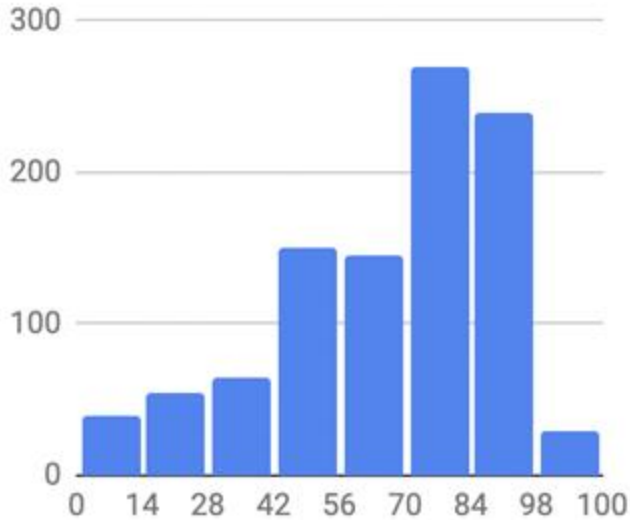
Median

71

Academic Stress (percentile) < >

Ignore rows - 0 +

Count | Distribution



Most | Least

VALUE FREQUENCY

73.00 40

92.00 35

77.00 30

81.00 30

71.00 30

Total rows 1,001

Empty cells 5

All Males

AZ
Academic Stress (percentile)
73.00

Academic Stress (percentile) < >

Ignore rows

-

0

+

Count

Distribution

2.0

1.5

1.0

0.5

0.0

71.00

73.00

74.00

77.60

81.00

89.00

Just First-Generation Males



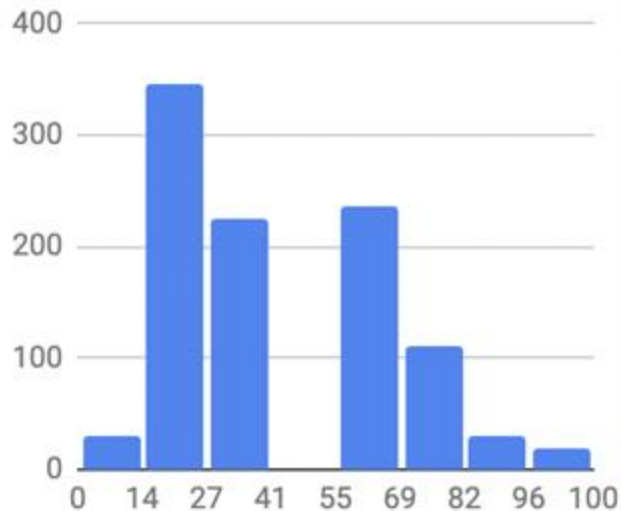
Consider policy for these students



Self-reported college prep (... < >)

Ignore rows

Count | Distribution



All Males

Average

43.26

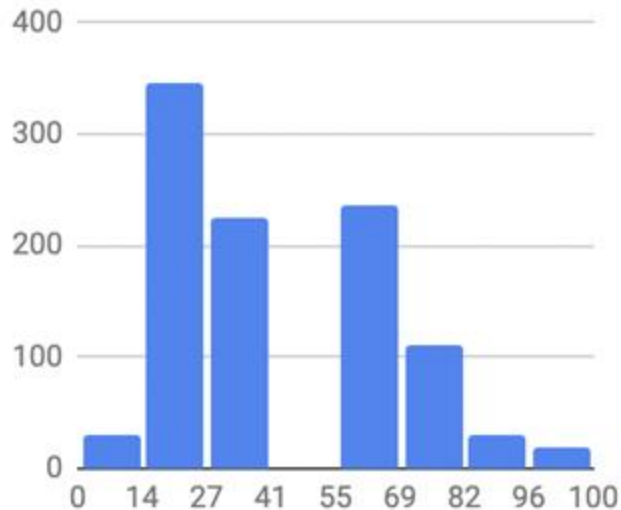
Median

41

Self-reported college prep (... < >)

Ignore rows - 0 +

Count | Distribution



Most | Least

VALUE FREQUENCY

18.00 345

61.00 235

41.00 225

77.00 110

91.00 30

Total rows 1,001

Empty cells 5

All Males

BD

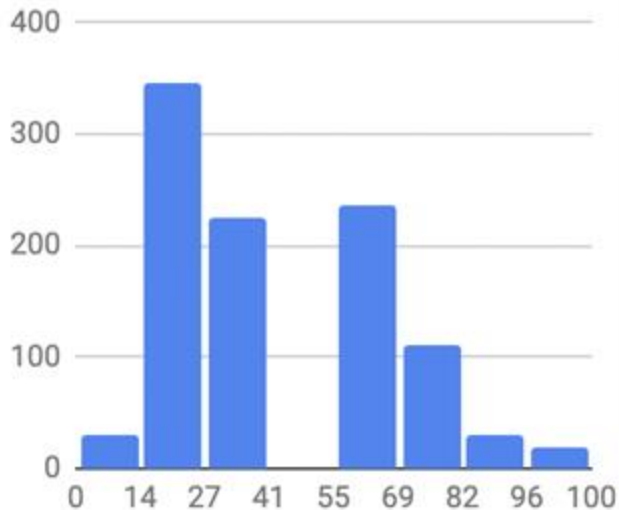
Self-reported college prep (percentile)

18.00

Self-reported college prep (... < >)

Ignore rows - 0 +

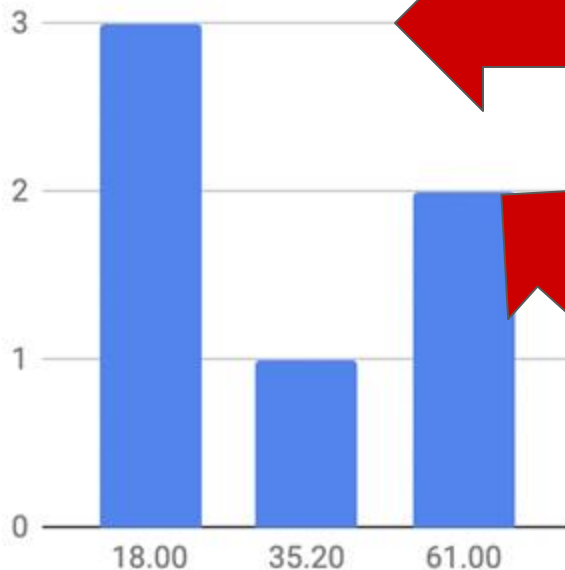
Count | Distribution



Self-reported college prep (... < >)

Ignore rows - 0 +

Count | Distribution



Just First-Gen Males

Consider policy for these students

Talk to these students, get their stories

Chapter Four: Telling A Story



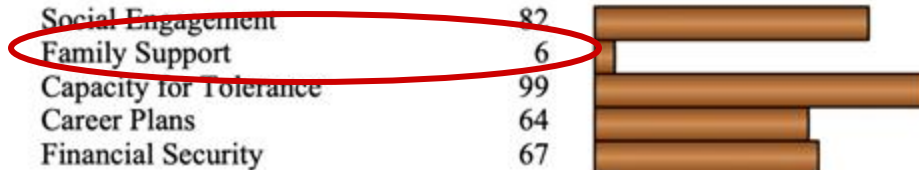
An Example of Storytelling Using CSI Data



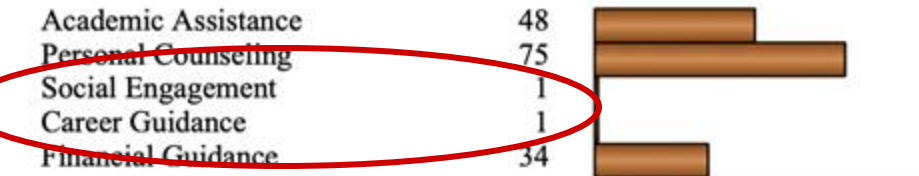
Your Motivational Assessment



General Coping



Receptivity to Support Services



About You

High School Academics

Senior Year GPA **A Average**

Family Background

Racial/Ethnic Origin Hispanic or Latino

Parent1's/Guardian's Education Professional

Parent2's/Guardian's Education Professional

College Experience

Decision to Enroll Many Months Before

Degree Sought a professional degree

Plans to Work 1-10 Hours per Week

Grouping Fields

FYE Y

PIF N

Freshman Status Y

A Nursing Pre-Major

At midterm **failing** in 3 of 5 classes

High School Academics

Senior Year GPA

A Average

A Nursing Pre-Major

Student revealed that she felt **immense pressure** from her mom to be in the nursing major

Parent1's/Guardian's Education Professional
Parent2's/Guardian's Education Professional

A Nursing Pre-Major

She was terribly unhappy in all of her classes but had not sought help

Receptivity to Support Services

Academic Assistance	48
---------------------	----

Personal Counseling	55
---------------------	----

A Nursing Pre-Major

TRIO SSS advisor discovered she wanted to be a PSY major with a concentration in Clinical Therapy

Social Engagement	1
Career Guidance	1

A Nursing Pre-Major

TRIO SSS advisor role-played conversations the student needed to have with her mom

Family Support


6

A Nursing Pre-Major

The student was **retained**.

She is now a Psychology major

Current GPA 3.11

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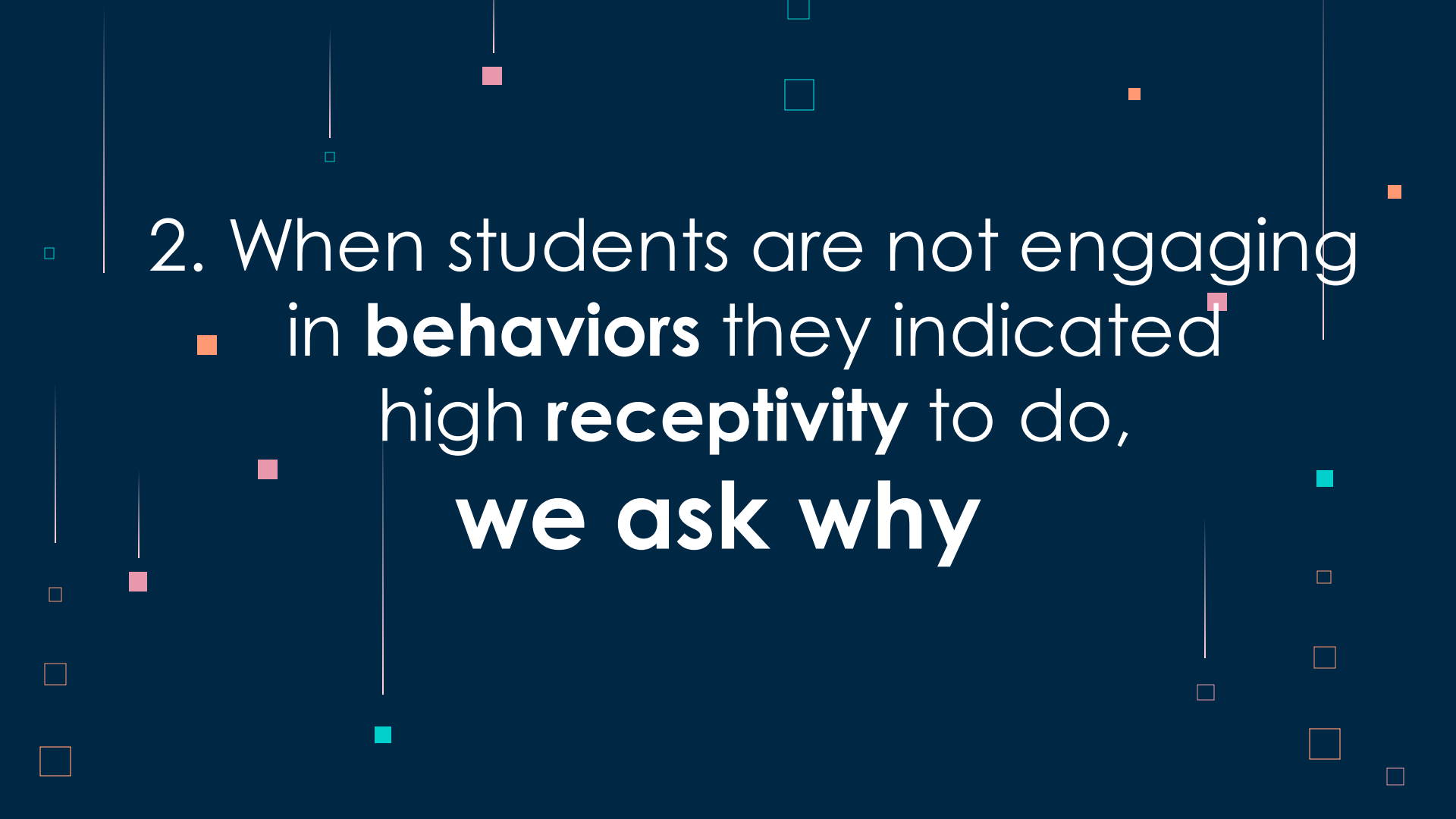
Using CSI data has changed how
TRIO SSS provides student support.

***It has changed how we
tell our students' stories***

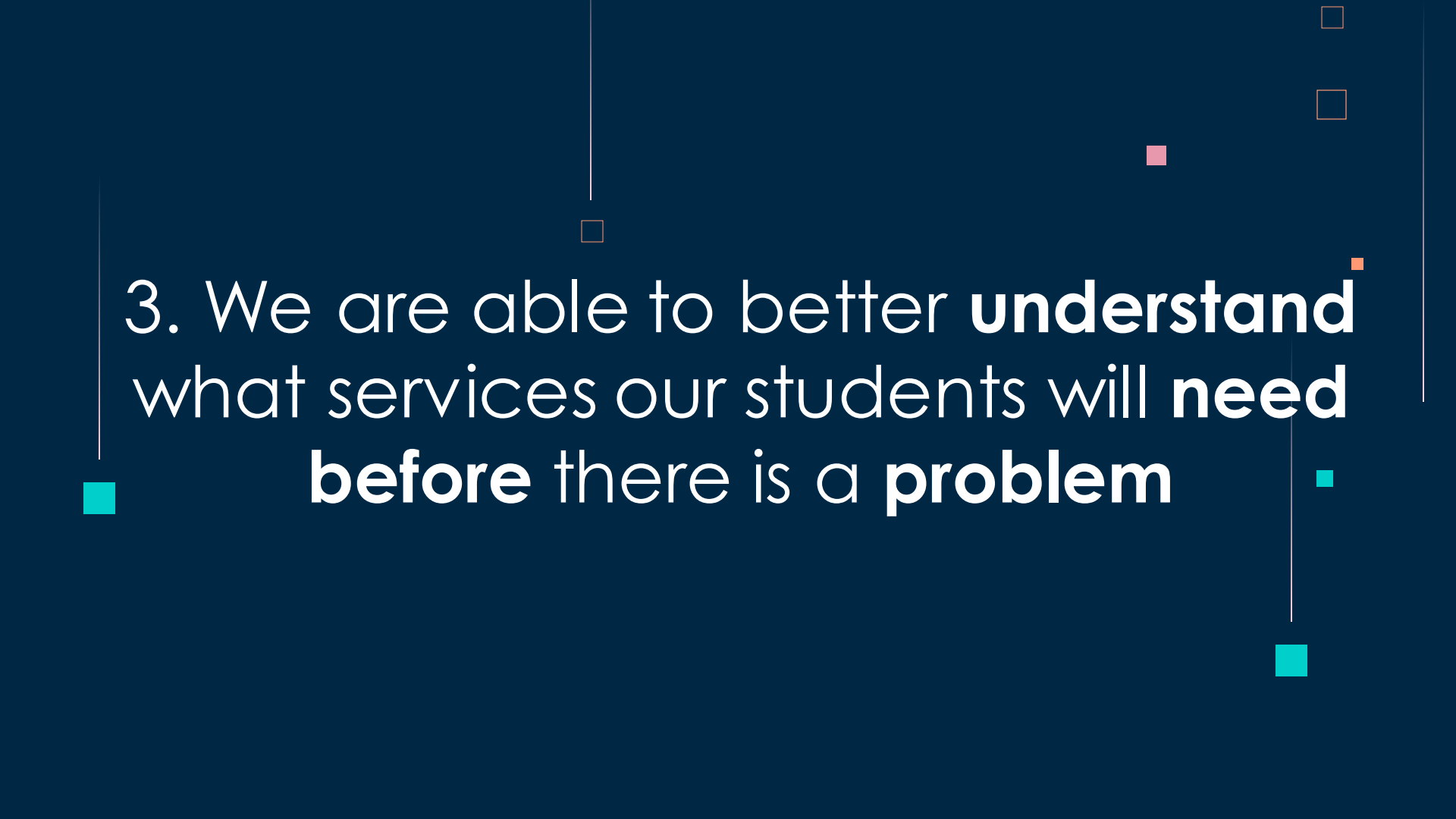


1. We look up CSI scores
before accepting students
into TRIO SSS

*(not to “choose” successful
students, but to have **better**
conversations)*

The background is a dark blue gradient. It features several vertical white lines of varying lengths. Scattered throughout are small squares in light blue, pink, orange, and teal. Some squares are solid, while others are hollow outlines.

2. When students are not engaging
in **behaviors** they indicated
high **receptivity** to do,
we ask why



3. We are able to better **understand**
what services our students will **need**
before there is a **problem**

Our **students expect** us to **know** them,
CSI data enables us to
meet that expectation



My **grant funding** requires me
to **know** my students' stories,
Using CSI data enables me to
have that knowledge





Questions/Comments?

Thank You!

