College Student Inventory ™ Form C *Overview*

Features

74 items distributed across 5 sections
- Demographic Variables
- Academic Motivation
- General Coping
- Receptivity to Assistance
- Internal Validity

Student Information: 12 demographic variables are collected: high school academics, learning preference, previous college experience, ethnic origin, marital status, dependent status, first generation status, decision to enroll, employment status, degree sought and current plans.

Motivation Assessment: 13 motivation scales identify student Non-cognitive strengths, challenges, and areas of receptivity, and are used to design relevant student engagement strategies.

Academic Motivation Scales	General Coping Scales	Receptivity to Support Services
Study Skills	Social Engagement	Academic Assistance
Reading Habits	Life and Career Planning	Career Counseling
Use of Technology	Financial Security	Financial Guidance
Verbal Skills		
Math Skills		
Commitment		
Attitude Toward Educators		
Study Skills		

Summary Observations: Compound scales based on motivation scales and demographic data that determine student risk are used for prioritizing outreach:
- Overall Risk Index
- Acknowledged Academic Needs Index
- Apprehension Index
- Receptivity Index

Specific Recommendations: Prescriptive action steps listed in priority order for each student to pursue. They clarify student needs and relate their needs to specific forms of assistance. The recommendations cluster around academics, personal, career, financial, and social areas such as:
- Get help with exam skills
- Get help with study habits
- Get help selecting an academic program
- Get information about student activity
- Get help finding a part-time job

CSI REPORTS
- Student Report
- Advisor/Counselor Report
- Coordinator Report
- Summary and Planning Report
- Summary Observations with Receptivity Report

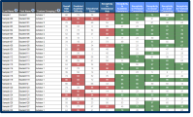All reports are available online immediately!

Student Report

Motivation scores on 16 scales and specific recommendations for action.

Summary and Planning Report

Cohort motivation scores overall and by male/female. Cohorts top ten requests for assistance. Referral lists.
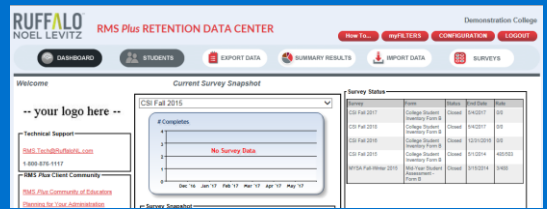
Summary Observations with Receptivity Report

Integrated view of student risk and receptivity.

Referral Lists included with the Summary and Planning Report:
- Students With High Overall Risk Index
- Students Who Are Highly Receptive to Institutional Help
- Students with High Acknowledged Academic Needs
- Students with a High Level of Apprehension
- Students Who Are Highly Receptive to Assistance

Retention Data Center: Web dashboard for analysis and action
The Retention Data Center makes it easy to:
- Sort and cross-tab student data by any characteristics captured in the survey.
- Access reports, analyze and act on findings using pre-set data filters or create custom filters

ADMINISTERING THE CSI

Which students are targeted?
All incoming students, including adult, graduate, transfers and online learners. Smaller cohort administrations such as TRIO, conditional admits, honors students, etc., are also great options.

When is it administered?
At in-person or online orientation, within a required seminar, the first few weeks of class.

Where is it administered?
Computer labs, required seminars, classes, residence halls, or other places where student has access to computer or mobile device.

How much time is required?
Average time to complete is 20 minutes.

SHARE RESULTS WITH
- Students
- Advisors/Counselors
- Success Coaches
- Institutional Research
- Deans/Department Chairs/Faculty
- Retention Committee

USE RESULTS TO
- Chart Student Progress
- Assign Accountability
- Measure Program Effectiveness
- Write Grant Proposals
- Conduct Service Audits

TECHNICAL SUPPORT
The Retention Solutions Team at Ruffalo Noel Levitz can help you:
- Set up your administration for orientation use, first-year seminars, Blackboard, Nuro Retention, and Starfish integration.
- Add custom survey items and custom report text.
- Utilize the email invitation and reminder that are sent to students to boost completion rates.
- Assist with accessing reports and advanced data sorting and analysis.

Integrate information for each student across all sections of the report			
Page 1: Left column CSI Scales–(Motivation and Coping) Review scores for each scale, then integrate information across Scales	**Potential connections among Scales**	**Page 1: Left column** Receptivity to Support Services Integrate with Motivation, Coping Scales, and Student Background Information	**Page 1: Right column** Student Background Information Integrate with Motivation, Coping, and Receptivity Scales
Academic Motivation			
1. **Study Skills**	Scales 1, 4, 5	11. Receptivity to Academic Assistance	Academics
2. **Reading Habits**	Scales 2,	11. Receptivity to Academic Assistance	Academic Knowledge/Ability
3. **Use of Technology**	Scales 3, 1, 2	11. Receptivity to Academic Assistance	Academic Knowledge/Ability
4. **Verbal Skills**	Scales 4, 1, 2	11. Receptivity to Academic Assistance	Academic Knowledge/Ability
5. **Math Skills**	Scales 1, 5	11. Receptivity to Academic Assistance	Academics
6. **Commitment**	Scales 6, 8, 9, 10	12. Receptivity to Career Planning	Academics, Work Plans
7. **Attitude Toward Educators**	Scales 7, 9	13. Receptivity to Academic Assistance	Academics, Degree Sought
General Coping			
8. **Personal Support**	Scales 8, 9, 10	12. Receptivity to Career Planning	First-Generation College Student, Marital Status
9. **Life and Career Planning**	Scales 9, 10	12. Receptivity to Career Planning	Academics, Degree Sought
10. **Financial Security**	Scales 10, 6	13. Receptivity to Financial Guidance	Current Employment Status, Plans to Work

Academic Motivation and General Coping Scale descriptions
The CSI Scale numbers in the left column correspond with the numbers/information below.

1. *Study Habits*: Willingness to make sacrifices to achieve academic success.

2. *Reading Habits*: Level of enjoyment of the actual learning process.

3. *Use of Technology*: Level of comfort using computers and the internet.

4. *Verbal Skills*: Self-belief of doing well in reading, writing, and public speaking.

5. Math Skills: Self-belief of doing well in math and science courses.

6. Commitment: Value placed on college education and long-term benefits.

7. Attitude Toward Educators: Mind-set around experiences with instructors and administrators.

8. *Personal Support*: Quality of family communication, and mutual respect.

9. Life and Career Planning: Identification of and/or commitment to career goals.

10. Financial Security: Level of confidence regarding financial situation/resources.

Receptivity to Assistance Scale descriptions
The CSI Scale numbers in the center column correspond with the numbers/information below.

11. Academic Assistance: Student's desire to receive course-specific tutoring or individual help with study habits, reading skills, examination skills, writing skills, or mathematic skills.

12. Career Planning: Measures the student's desire for help in selecting a major or career.

13. Financial Guidance: Measures the student's interest in discussing ways to increase their financial resources for college.

Conversation starters per scale for advisors:
- *Study Skills*: Have you changed the way you study this year?
- *Reading Habits*: What class is most interesting to you?
- *Verbal Skills*: What feedback have you received from instructors on your writing?
- *Math Skills*: Do you have any concerns about courses that require math skills?
- *Commitment*: How are you feeling about your decision to attend college?
- *Attitude Toward Educators*: Who is your favorite professor? Why?
- *Personal Support*: How is your family handling you being here at college?
- *Life and Career Planning*: What major or area of interest are you considering?
- *Financial Security*: Is college more or less expensive than you expected?
- *Receptivity to Academic Assistance*: Have you sought help with any of your courses thus far?
- *Receptivity to Career Planning*: What additional information would you find helpful as you explore your career options?
- *Receptivity to Financial Guidance*: Would it be helpful to talk to someone in our financial aid office about ways to manage your finances?

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