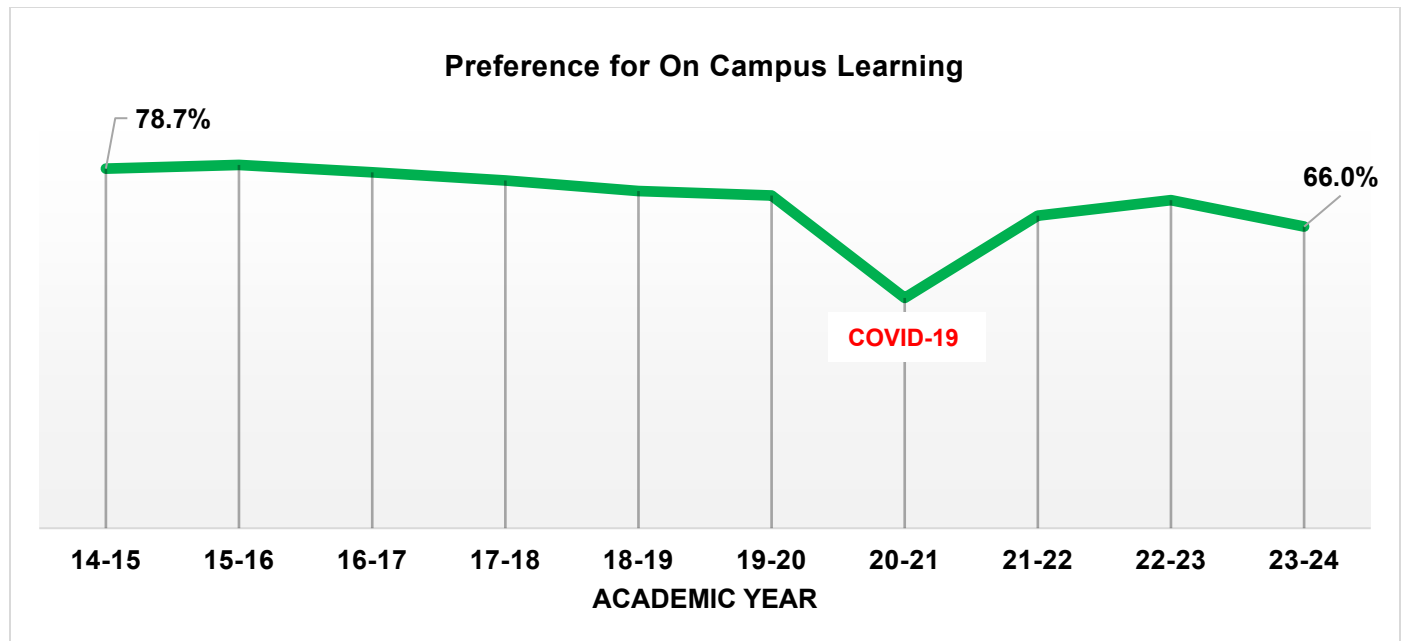


College Student Inventory 10 Year Trend Analysis: Fall 2014 thru Spring 2024

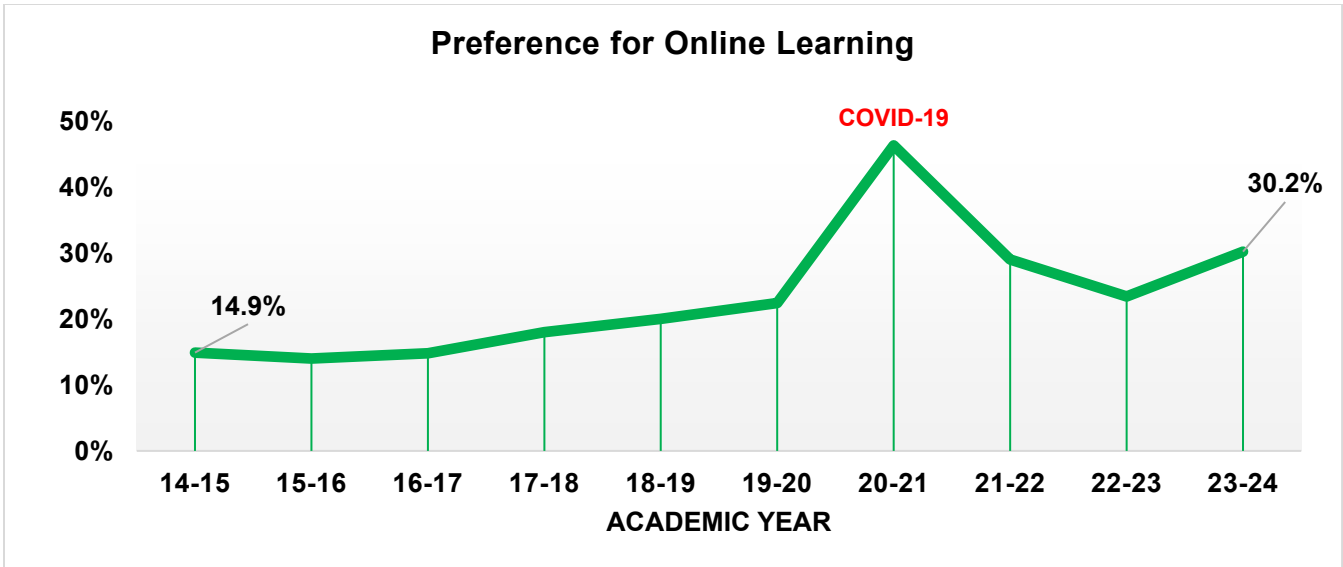
The Ruffalo Noel-Levitz *College Student Inventory* (CSI) survey is administered to each student enrolled in the MCC Essentials FYE100M course. Administration of the survey began in the fall of 2003 with Title III funding. The current report covers the semesters of fall 2014 through spring 2024 and has a count of 5,455 students. The CSI is designed especially for first-time entering college freshmen and is comprised of 74 items subsumed in 13 different scales. These scales are organized under three main categories; 1) academic motivation, 2) general coping skills, and 3) receptivity to support services. The CSI also contains several single items reporting such background characteristics as marital status and dependents, hours the student plans to work, and whether the student is first-generation in college. The self-identified online survey provides the student and their academic advisor with a summary report that enables the student’s advisor to help with academic advisement (see Appendix A & B).

The following texts and graphs present student characteristics and calculated at-risk index scores based on national norms. Academic year data is provided over the 10-year period and when the data indicates small deviations over the 10-year period, averages are given for the specific variable measure.

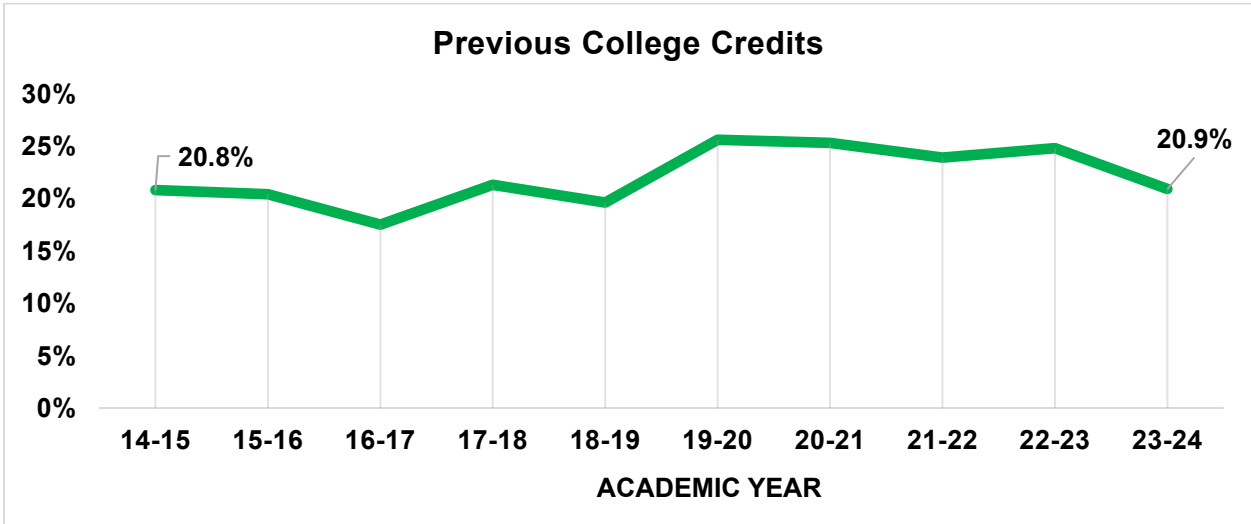
Academic Characteristics: 10-year average for preference of on campus learning is 71.5%.



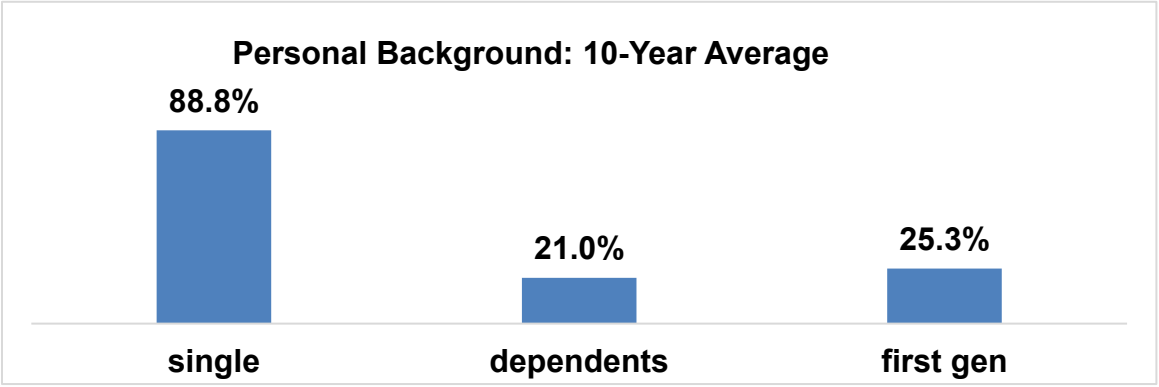
Preference for online learning 10-year average is 23.3%.



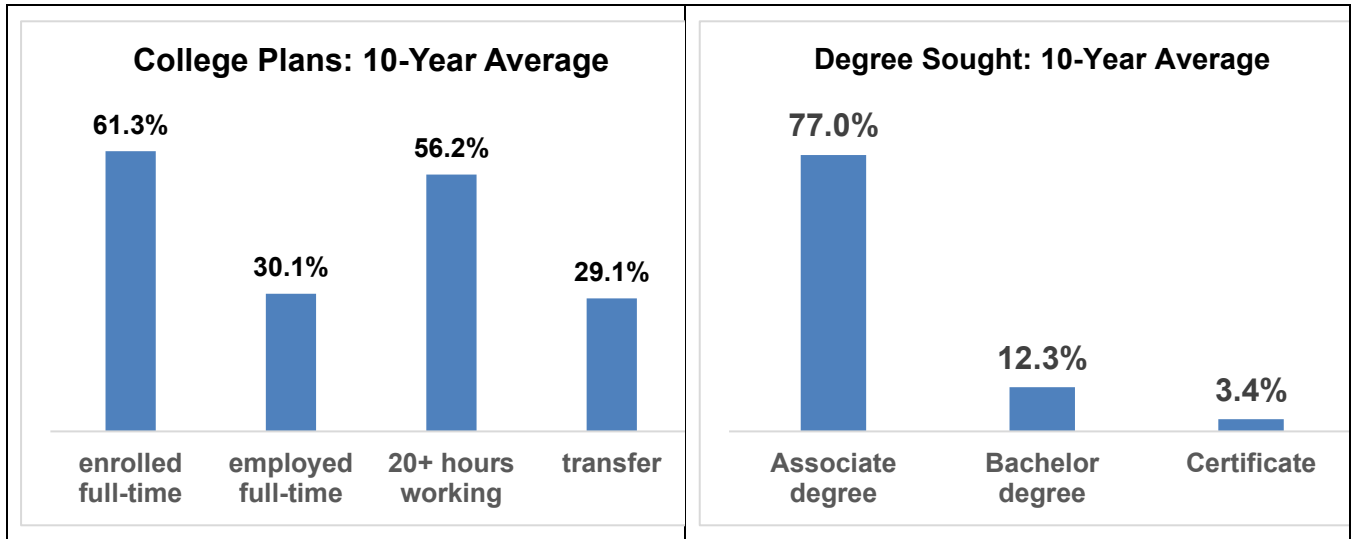
Previous college credits earned have been consistent with a 10-year average of 22% of the students transferring in credits.



Personal Background: students have been consistent over the 10-year period being reviewed. Students tend to be first-year students and younger than overall MCC student population.



College Plans: 61.3% of the cohort is enrolled as full-time as compared to the total MCC student body (35%), and it is not surprising that 30.1% of the students are working full time, 77% of the students plan to earn an associate degree or certificate, and 39.1% of the students plan to transfer. These percentages have been consistent over the 10-year period.



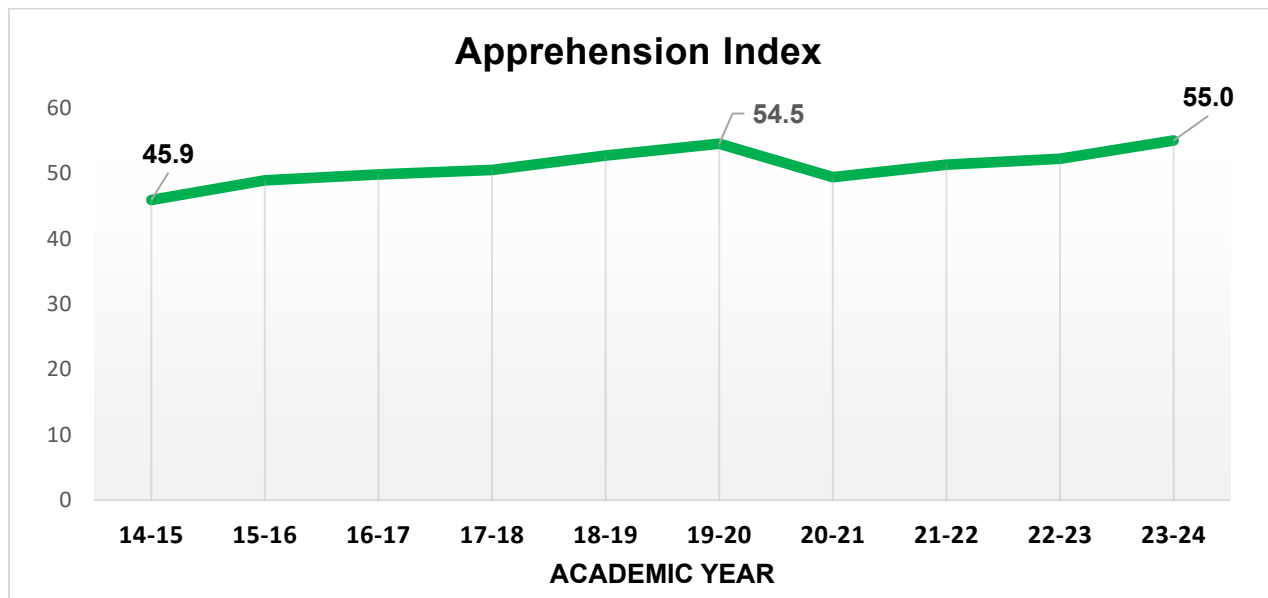
Summary Observations: the following tables present the results of three summary scales. These scales are indexes derived from student responses. The scores are not given to the student and only viewed by the academic program coordinator (see sample reports in the appendix). The index percentages help to identify numbers of students that are at-risk because of self-identified responses to the survey. At-risk is defined as having a score of 80 or above on a scale of 1 to 100.

Percentile scores are calculated on all student responses for specific questionnaire items, and the national norm is the 50th percentile. Percentile scores less than 50 indicate that MCC is below the national norm for that scale. This is an indication that MCC students are at lower at-risk rates than other colleges in the database.

Are MCC students more or less at risk than their peers nationally?

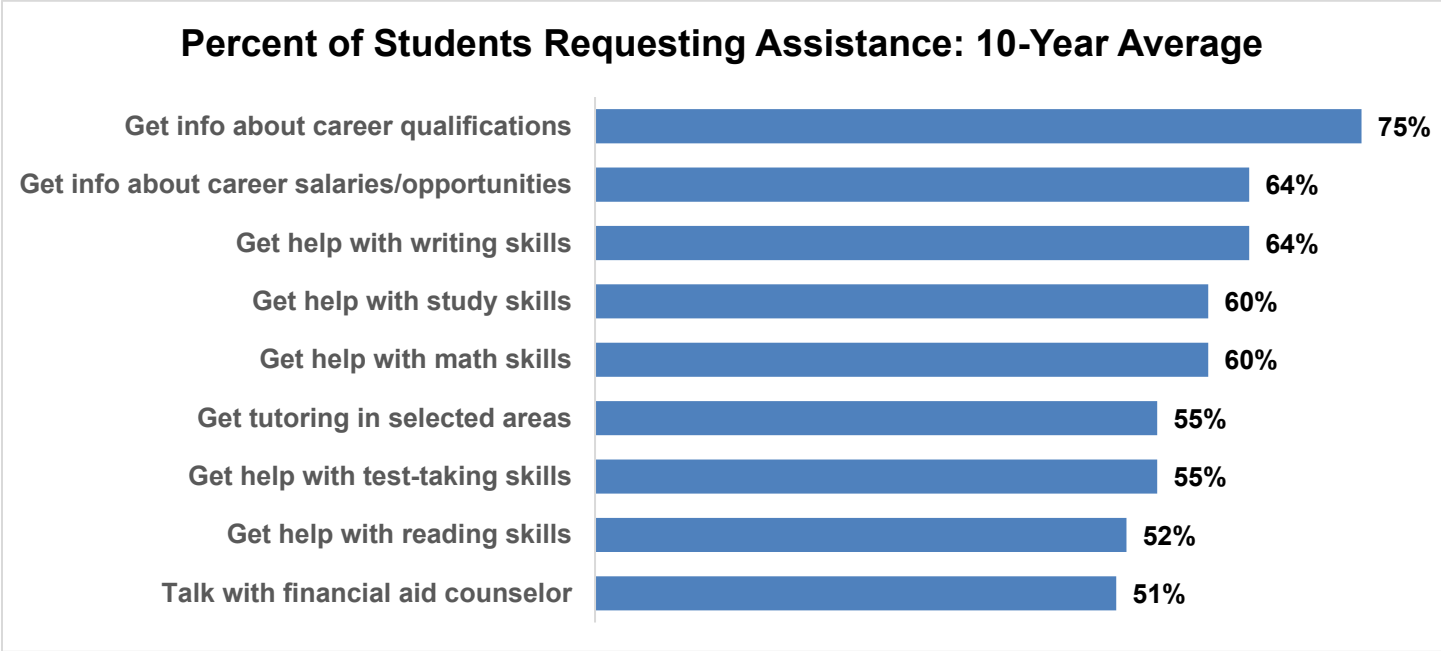
MCC students are ten points below the national norm for being at-risk and six points below the national norm for Academic Needs. The Apprehension Index has gone from 45.9 (AY 14-15) to 55.0 (AY 23-24) indicating that MCC students are increasing on the Apprehension Index and are five points greater than the national norm in 2024. The table below indicates the index score, the percent and number of students that have been identified with the risk factor compared to the national norm of 50. Number of MCC students for data in this report is 5,455.

<p>Overall Risk 40th Percentile 558 students (10%)</p>	<p>Overall Risk Index represents a combination of academic, motivational, and demographic factors that may influence a student’s likelihood of completing a degree or a program of study. The index was developed by comparing students who were academically successful and stayed in school after their first term with those who did not. MCC is lower, by 10 points, indicating fewer at-risk than the national norm of the 50th percentile.</p>
<p>Academic Needs 44th Percentile 770 students (14%)</p>	<p>Acknowledged Academic Needs Index represents those basic challenges that may threaten a student’s entire academic experience, if not addressed. A student’s scores on scales that highlight specific academic needs and learning attributes, as well as receptivity to help, were included in the development of the index. MCC is 6 points lower and close to the national norm of 50th percentile.</p>
<p>Apprehension 51st Percentile 1,149 students (21%)</p>	<p>Apprehension Index represents those areas of potential stress that may converge to overshadow a student’s perceived opportunities for a successful college experience. It captures students’ challenges across multiple scales and highlights specific areas of intervention. Students with a high score on this scale present an overall picture of someone who is uncertain about being in college. MCC is higher than the national norm (50th percentile) indicating that the number of students is greater than the national norm for this index.</p>



Percent of students requesting assistance: The CSI’s scoring program contains a pool of 14 potential action statements. Each action statement relates to a particular form of student assistance. Needs are inferred from a student’s background data and motivational assessment. The priority score for a given action will increase in direct proportion to the measured need for action. A priority score ranging from 0.0 to 10.0 is computed for each potential action based on a comprehensive analysis of the student’s needs and desires. Most priority scores that appear on reports fall in the top end of the distribution, from

6.0 to 10.0. The following table indicates the overall means for each recommendation, or an indication of the most frequent recommendations to the students.



Next Steps: Now that the CSI survey data has been collected and analyzed, further tracking of the cohort students can take place. Data will continue to be analyzed for predictive models created for student retention. Once key variables are identified then intervention strategies can be implemented and tracked. Data from the National Student Clearinghouse will be added to the data set for transfer tracking purposes. With the additional data there will be more variables and better possibilities for improved predictive models. The goal for academic years 2024-25 is to have a seamless process that supports student success through better retention.

Instructions

Chad, this is a summary 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 your peers from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than yours. Since your scores are based on questionnaire information alone, they may not give a total picture of your true attitudes. Your advisor or counselor will help you interpret your scores and find the services you indicate you need.

Motivational Assessment | **Student Background Information**

Academic Motivation	Perc. Rank	Very Low	Very High
Study Skills	3		
Reading Habits	43		
Use of Technology	10		
Verbal Skills	8		
Math Skills	58		
Commitment	1		
Attitude Toward Educators	2		

General Coping

Personal Support	15	
Life and Career Planning	44	
Financial Security	47	

Receptivity to Support Services

Receptivity to Academic Assistance	18	
Receptivity to Career Planning	23	
Receptivity to Financial Guidance	43	

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):

Talk with a financial aid counselor about getting a student loan	7.4
Get help with computer skills	7.3
Get information about the salaries and opportunities for various careers	6.9
Talk with a financial aid counselor about financial assistance	6.8
Get information about the qualifications for various careers	6.4
Get tutoring in selected areas	6.2
Get help with math skills	5.5
Get help with test-taking skills	5.5
Get help in selecting a career	5.0
Get information about the advantages/disadvantages of various careers	5.0

Academics

Self-Assessment: C student
 Preference for Learning: On campus
 Credit for Prior Learning: Other

Personal Background

Ethnic Origin: White/Caucasian
 Marital Status: Single
 Dependents: No
 First-Generation College Student: No
 Family Member(s) Who Attended College: Mother, Father

Educational Plans

Decision to Enroll: Many months before classes began
 Enrollment Status: Part-time
 Current Employment Status: Full-time
 Plans to Work while Enrolled: More than 40 hours per week
 Degree Sought: Associate degree
 Current Plans: To complete this course/this term

Notice

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

Coordinator Report

Instructions

This is a report of Chad's College Student Inventory results. Please discuss the student's report with him. If you agree with the recommendations, encourage him to follow them. Avoid attempting any psychological counseling if you're not professionally trained for such work. Above all, be sure to protect the confidentiality of this report. Please see the CSI Advisor's Guide™ for more details.

Summary Observations* Student Background Information

**Summary scores expressed on a stanine scale:
 1 = very low, 5 = average, 9 = very high**

Overall Risk Index	7
Acknowledged Academic Needs Index	4
Apprehension Index	5
Receptivity Index	3

Motivational Assessment

Academic Motivation	Perc. Rank	Very Low	Very High
Study Skills	3		
Reading Habits	43		
Use of Technology	10		
Verbal Skills	8		
Math Skills	58		
Commitment	1		
Attitude Toward Educators	2		

General Coping	Perc. Rank	Very Low	Very High
Personal Support	15		
Life and Career Planning	44		
Financial Security	47		

Receptivity	Perc. Rank	Very Low	Very High
Receptivity to Academic Assistance	18		
Receptivity to Career Planning	23		
Receptivity to Financial Guidance	43		

Personal Success Plan for Chad

The strength of the top 7 recommendations is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

Talk with a financial aid counselor about getting a student loan	7.4
Get help with computer skills	7.3
Get information about the salaries and opportunities for various careers	6.9
Talk with a financial aid counselor about financial assistance	6.8
Get information about the qualifications for various careers	6.4
Get tutoring in selected areas	6.2
Get help with math skills	5.5

Academics

Self-Assessment: C student
 Preference for Learning: On campus
 Credit for Prior Learning: Other

Personal Background

Ethnic Origin: White/Caucasian
 Marital Status: Single
 Dependents: No
 First-Generation College Student: No
 **Family Member(s) Who Attended College:
 Mother, Father

Educational Plans

Decision to Enroll: Many months before classes began
 Enrollment Status: Part-time
 Current Employment Status: Full-time
 Plans to Work while Enrolled: More than 40 hours per week
 Degree Sought: Associate degree
 Current Plans: To complete this course/this term

Notice

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 * This information is not shown on the student's copy.
 ** First generation includes members of the immediate family.