The Noel-Levitz Retention Management System (RMS) is an early-intervention, early-alert system based on self-reported student information gathered through the College Student Inventory (CSI). CSI is therefore a measurement tool that asks students to reflect on academic, personal, and social experiences and perspectives. The information obtained permits the school to assess incoming freshmen college preparedness, their individual academic and personal needs, and issues which students face. Students can then get immediate and essential intervention in specific problem areas identified by this instrument.

The University of North Dakota is an Upper Midwestern Doctoral II University of which 80 percent of the student body consists of students who graduated from a high school located in North Dakota or Minnesota. Overall, the ethnicity of the UND students are 88 percent White, 3 percent Native American, combined 3 percent African American, Asian American, and Hispanic American, 4 percent non-resident alien from Canada and 49 other countries, and 2 percent unknown.

UND administered CSI Form B to 1722 freshmen, 849 female (49.3%) and 873 male (50.7%), during the 2002 summer orientation. Three reports that provide analyzed results were generated. The first report is for each individual student, the second for each student’s academic advisor, and, the third is an overall institutional report.

In this study, demographically, the UND respondents identified themselves as White (95.6%), American Indian (0.5%), Asian (1.1%), Hispanic or Latino (0.7%), and African American (0.2%). Excluding 108 respondents who did not identify their majors, 353 respondents did not declare their majors, and 1261 respondents reported their majors in 51 academics disciplines. Less than 12 percent of the UND respondents (10% of male and 13% of female) reported being first-generation college students whose parents did not attend college while 31 percent of the UND respondents (36% of male and 25% of female) were second-generation college students who came from families with both parents having college or higher degrees.
The CSI measures a variety of factors that affect student retention including freshman academic motivation, social motivation, general coping skills, and receptivity to support services. UND respondents were above the national average mean scores on *college preparation, high school grades*, and *parental education* while they were slightly below the national norm on *desire to transfer* and *desire to pursue graduate degree*.

An overall 50 percent of the first-generation freshmen (51% of male and 49% of female) compared to 75 percent of the second-generation freshmen (78% of male and 69% of female) perceived their academic abilities to be above average or better. Further, an overall 44 percent of the first-generation freshmen (41% of male and 47% of female) compared to 54 percent of the second-generation freshmen (44% of male and 70% of female) intended further educational pursuits beyond undergraduate studies.

When compared to the national norms of the 17 motivational scales, UND respondents were better on 14 scales - *study habits, intellectual interests, verbal confidence, math and science confidence, desire to finish college, attitude toward educators, sociability, family emotional support, opinion tolerance, career closure, sense of financial security, social enhancement, financial guidance, and internal validity* while UND respondents need to improve on 3 scales - *academic assistance, personal counseling, and career counseling*. However, UND male respondents were slightly below the national norms on another 4 scales - *study habits, intellectual interests, desire to finish college, and sociability*. Further, first-generation male respondents were also slightly below the national norms on additional 4 scales – *verbal confidence, attitude towards educators, family emotional support, and sense of financial security*.

Based on the overall motivational assessment results compared to the national trend, UND respondents, in general, were less likely to drop out, have academic difficulties, experience educational stress, and ask for institutional help. However, first-generation respondents, male and female, received a higher score on the dropout predictor while first-generation male respondents also ranked with higher scores on academic difficulty and educational stress.

This CSI information helps students reflect on how to maximize their college experience, helps equip academic advisors with specific intervention strategies and be able to identify students with particular concerns and, and gives the UND Enrollment Management Team a snapshot of their first year students, male and female, first-generation and second-generation. This study, with a particular focus to the characteristics of students, gender and the level of parental education, has been conducted to measure the effects of freshman academic attrition and their subsequent success. As calls for increased accountability and assessment continue, the effectiveness of the retention strategies due to combined efforts of early identification and intervention was also examined.

This work is supported by the Office of Research and Program Development, the Associate Vice President for Enrollment Management, the Vice President for Student and Outreach Services, the Vice President for Academic Affairs, and the Office of Institutional Research at the University of North Dakota.
## Parental Education and Student Motivational Scales on CSI

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<th>Number of students</th>
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<td>GPA predictor</td>
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Mary Doe - Student Report

Instructions
Mary, 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 large sample of college students from across the United States. 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.

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<th>Motivational Assessment</th>
<th>Perc Rank</th>
<th>Very Low (VL)</th>
<th>Average (A)</th>
<th>Very High (VH)</th>
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<tr>
<td><strong>Internal Validity</strong></td>
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Excellent

Specific Recommendations
The strength of each recommendation is indicated by its priority score (0 = low, 10 = high):

a. Discuss attitude toward school with counselor ............ 6.8
b. Get help in finding a summer job .......................... 6.8
c. Get information about student activities ................... 6.7
d. Get help with exam skills .................................... 6.5
e. Get help in obtaining a scholarship .......................... 6.3
f. Get help in selecting an occupation .......................... 6.3
g. Get advice and tour from experienced student .............. 6.2
h. Get information about fraternities/sororities .............. 6.2
i. Get help with study habits .................................... 5.9
j. Get help in finding a part-time job .......................... 5.8

Noel-Levitz
Iowa City, Iowa

Mary Doe
Female, Age 18, ID# 000000021
SAMPLE UNIVERSITY FORM B
July 22, 2002

Student Background Information

High School Academics
Senior Year GPA B+

Family Background
Ethnic Origin White
Mother's Education Some college
Father's Education Bachelor's

College Experience
Decision to Enroll Many months before
Degree Sought Bachelor's
Plans to Work 0 hrs/wk
Written Interpretation

In the present section, you will receive a more detailed explanation of your results. The purpose of this information is to help you grow and get the most out of your college experience. In thinking about it, try to take a balanced approach. On the one hand, do not assume that each statement is perfectly accurate just because it is printed in a formal manner; some statements may not fit you very well. But on the other hand, do not dismiss a statement merely because it points to a problem.

You should thus keep an open mind. Examine each statement in light of the full range of knowledge that you have about yourself. When it seems accurate, give serious consideration to any suggestions that accompany it. If it is puzzling, you may want to discuss it with someone who can help you interpret it. When approached in this way, the information will be very helpful to you.

Academic Motivation

1. **Study Habits** measures the amount of time and effort that you put into your studies. Your score placed you in the 17th percentile. Weak study habits are the single greatest cause of academic problems in college, and you probably need to put a lot more effort into this area. As soon as possible, develop a clear daily routine in which you set aside certain periods of time to study. Learn to focus your attention and to pace yourself effectively. Other useful techniques include thoughtful previewing, underlining, note-taking, and reviewing. Academic counselors can help you develop your study habits.

2. **Intellectual Interests** measures the degree to which you enjoy reading and discussing serious ideas. Your score placed you in the 50th percentile, which is similar to that of the average starting college student. Like so many students, you may need to broaden your intellectual horizons so you can take full advantage of the learning opportunities available at college.

3. **Verbal Confidence** measures the degree to which you feel capable of doing well in courses that heavily emphasize reading, writing, and public speaking. Your score placed you in the 34th percentile. This suggests that, although you have some degree of confidence about your abilities in this area, you also have some strong self-doubts. It is very important to recognize that your self-doubts are probably based on unrealistic exaggerations of a few negative experiences. Also keep in mind that one doesn't have to possess exceptional talent to succeed in verbally oriented courses. Hard work is a very powerful force. So don't let your self-doubts breed discouragement and pessimism. You are much more likely to succeed in courses of this type if you're determined to do your best from the first day of classes to the last, regardless of day-to-day outcomes. You may benefit from talking with a counselor, who can help you appreciate your potential and help you develop a more positive attitude.

4. **Math & Science Confidence** measures the degree to which you feel capable of doing well in math and science courses. Your score placed you in the 57th percentile. This suggests that you feel a mixture of moderate confidence together with some self-doubt about your abilities in this area. It is very important that you learn to maintain your confidence as you go through the inevitable ups and downs of college courses. Don't let your self-doubts lead to discouragement. Keep in mind that one doesn't have to possess exceptional talent to succeed in math and science courses. Hard work is a very powerful force. You are much more likely to succeed in your math and science courses if you're determined to do your best from the first day of classes to the last, regardless of day-to-day outcomes.

5. **Desire to Finish College** measures the strength of your commitment to completing a degree. Your score placed you in the 10th percentile. This suggests that you have some rather strong doubts about the value of a college education. It is extremely important that you try to clarify your objectives as soon as possible. Often a clear decision about one's career goals strengthens one's commitment to college. A counselor can be very helpful in guiding you through this process.

6. **Attitude Toward Educators** measures the degree to which you see teachers and administrators as competent, reasonable, and caring. Your score placed you in the 52nd percentile. You appear to have some positive perceptions of teachers, but you have a few negative perceptions as well. Try getting to know several of your teachers. While some may be cool, most will be warm and helpful.
General Coping

1. **Sociability** measures your desire for companionship and social entertainment. Your score placed you in the 64th percentile. An above-average level of sociability has the advantage of motivating you to establish friendships and spend a lot of time with other people. But it can distract you from the main purpose of college, which is learning. Try to keep your social life within reasonable bounds.

2. **Family Emotional Support** measures the satisfaction you feel with the communication that occurs in your family. Your score placed you in the 41st percentile. This suggests that, while your family communication is fairly good, some areas dissatisfy you. If these feelings persist, consider discussing them with a personal counselor.

3. **Opinion Tolerance** measures the degree to which you feel you can accept people whose political and social opinions differ sharply from your own. Your score placed you in the 29th percentile. This suggests that you recognize the importance of tolerance but feel somewhat uncomfortable and distant toward people whose ideas conflict with your own. It is natural to have these feelings. But they can be an obstacle to your education if they prevent you from giving open consideration to all of the new ideas you will encounter at college. They can also limit the range of new friendships you will form, which may prevent you from taking advantage of the wonderful opportunities that exist at college to broaden your understanding of other people's perspectives. Developing more tolerance will help you to work more effectively with others and to search for reasonable compromises on many national, community, and personal issues. Remember that each point of view usually has some merits and some inaccuracies, so that no single system of beliefs and values has all the answers.

4. **Career Closure** measures the degree to which you have thought carefully about your career options and have made a firm decision to pursue a specific career. Your score placed you in the 80th percentile. This suggests that you have spent quite a lot of time developing a clear and coherent career plan. Such planning should prove very beneficial to your studies because it will help you focus your attention and sustain your efforts over time. Keep in mind, however, that college students sometimes find that a given path is not what they expected as they learn more about it. If this situation arises, you should take an open, flexible approach that allows you to explore other options. Consult the counselors at your institution's career planning center if, at any time, you need assistance in refining or changing your career choice.

5. **Sense of Financial Security** measures your satisfaction with the amount of money available to you while at college. Your score placed you in the 62nd percentile. You appear to feel relatively satisfied with your financial situation.

Receptivity to Support Services

1. **Receptivity to Academic Assistance** measures your interest in receiving help with your academic skills. Your score placed you in the 26th percentile. This suggests that you are not especially interested in receiving such assistance. Yet you have indicated that you need to develop your skills in one or more areas. In light of this need, you are encouraged to reconsider these valuable opportunities. The academic development services at your institution have helped many previous students, and they would probably be very useful. Your advisor can help you select the ones that will benefit you the most.

2. **Receptivity to Personal Counseling** measures your interest in receiving counseling for personal matters. Your score placed you in the 75th percentile. Since you have indicated that some areas of stress exist in your life, you are encouraged to follow up on your interest in personal counseling.

3. **Receptivity to Social Enhancement** measures the degree to which you would like some help getting involved in social activities on campus. Your score placed you in the 33rd percentile. You do not appear to desire much help in this area.

4. **Receptivity to Career Counseling** measures your interest in receiving counseling for vocational matters. Your score placed you in the 20th percentile. Although your need for career planning is not especially pressing, you may still be able to benefit from this type of service.

Noel-Levitz
Iowa City, Iowa
Receptivity to Support Services

5. **Receptivity to Financial Guidance** measures your desire to discuss ways of increasing your financial resources for college. Your score placed you in the 38th percentile. This suggests that you have some interest in obtaining such assistance. You may wish to explain your situation to your advisor or financial aid counselor, who can help you decide what steps to take.

Miscellaneous

**Internal Validity** measures your carefulness in responding to this inventory, as indicated by the special items that asked you to enter a predetermined response. Your score was excellent. This suggests that you followed the instructions very carefully.

Note: If at any time you prefer greater privacy regarding your CSI reports, you may ask your advisor to either (a) return his or her copy to your program coordinator or (b) give it to you.
Instructions
This is a report of Mary's results based on the College Student Inventory. Please give her a thorough explanation of her student copy. If you agree with the recommendations, gently encourage her to follow them. When possible, try to make the arrangements yourself as a way of reducing motivational barriers. But avoid attempting any psychological counseling if not professionally trained for such work. Above all, be sure to protect the confidentiality of the present report. Please see the RMS Advisor's Guide for more details.

Summary of Academic Motivation
Summary scores are expressed on a stanine scale: (9 = very high, 5 = average, and 1 = very low)

- Dropout Proneness .................................................. 7
- Predicted Academic Difficulty .................................. 5
- Educational Stress ................................................... 7
- Receptivity to Institutional Help ................................ 4

For greater detail, see Motivational Assessment.

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<tr>
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<th>Low</th>
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| Receptivity to Support Services | | | | | | |
|----------------------------------| | | | | | |
| Academic Assistance ............. | 26 |          |     |     |      |           |
| Personal Counseling ............. | 75 |          |     |     |      |           |
| Social Enrichment .............. | 33 |          |     |     |      |           |
| Career Counseling .............. | 20 |          |     |     |      |           |
| Financial Guidance ............. | 38 |          |     |     |      |           |

Internal Validity .................... Excellent

Specific Recommendations for Mary
The strength of each recommendation is indicated by its priority score (0 = low, 10 = high):

a. Discuss attitude toward school with counselor ............ 6.8
b. Get help in finding a summer job ................................ 6.8
c. Get information about student activities .................... 6.7
d. Get help with exam skills ....................................... 6.5
e. Get help in obtaining a scholarship ......................... 6.3
f. Get help in selecting an occupation ......................... 6.3
g. Get advice and tour from experienced student ............ 6.2

1 This information is not shown on the student's copy.

Noel-Levitz
Iowa City, Iowa
### Instructions
This is a report of Mary's results based on the College Student Inventory. Please give her a thorough explanation of her student copy. If you agree with the recommendations, gently encourage her to follow them. When possible, try to make the arrangements yourself as a way of reducing motivational barriers. But avoid attempting any psychological counseling if not professionally trained for such work. Above all, be sure to protect the confidentiality of the present report. Please see the RMS Advisor's Guide for more details.

### Summary of Academic Motivation
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- Dropout Proneness
- Predicted Academic Difficulty
- Educational Stress
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<th>Very Low</th>
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<tr>
<td>Verbal Confidence</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math and Science Confidence</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to Finish College</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude Toward Educators</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Coping
- Sociability
- Family Emotional Support
- Opinion Tolerance
- Career Closure
- Sense of Financial Security

<table>
<thead>
<tr>
<th>General Coping</th>
<th>Perc.</th>
<th>Very Low</th>
<th>Ave</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociability</td>
<td>64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Emotional Support</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opinion Tolerance</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Closure</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of Financial Security</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Receptivity to Support Services
- Academic Assistance
- Personal Counseling
- Social Enrichment
- Career Counseling
- Financial Guidance

<table>
<thead>
<tr>
<th>Receptivity to Support Services</th>
<th>Perc.</th>
<th>Very Low</th>
<th>Ave</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Assistance</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Counseling</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Enrichment</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Counseling</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Guidance</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Internal Validity
Excellent

### Specific Recommendations
The strength of each recommendation is indicated by its priority score in parentheses (0 = low, 10 = high):
- Discuss attitude toward school with counselor
- Get help in finding a summer job
- Get information about student activities
- Get help with exam skills
- Get help in obtaining a scholarship
- Get help in selecting an occupation
- Get advice and tour from experienced student

Notice
To protect the student's privacy she should be allowed to recover and remove this report at any time.

### Student Background Information
**High School Academics**
- Senior Year GPA: B+

**Family Background**
- Ethnic Origin: White
- Father's Education: Bachelor's
- Mother's Education: Some college

**College Experience**
- Decision to Enroll: Many months before
- Degree Sought: Bachelor's
- Plans to Work: 0 hrs/wk

**Other Indications**
- Desires to transfer*

1 This information is not shown on the student's copy.

Noel-Levitz
Iowa City, Iowa
The Use and Interpretation of 2002 College Student Inventory: Exploring the Role of Gender and Parental Education

Jean Chen, Ph.D.
Research Analyst, Office of Institutional Research
University of North Dakota, Grand Forks, ND
www.und.nodak.edu/dept/datacol/presentations/index.htm

17th Annual National Conference on Student Retention
San Diego, California, July 15, 2003

Brief Description of UND
- UND is established in 1883 and the first class was graduated in 1889.
- UND is a coed state-supported institution.
- UND attracts students from every state in the nation and more than 40 countries.
- With 88 undergrad majors, 61 minors, 46 master’s programs, 21 doctoral programs, 2 professional programs (medicine and law), and 1 specialist program.
- Under the Carnegie Foundation Classification, UND is classified as a “Doctoral/Research University Intensive” institution.

Fall 2002 Enrollment (12,423) at UND by Gender and Ethnic Origin

<table>
<thead>
<tr>
<th>Ethnicity by Gender</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>5,570</td>
<td>5,360</td>
<td>10,930</td>
<td>88.0%</td>
</tr>
<tr>
<td>African American</td>
<td>63</td>
<td>33</td>
<td>96</td>
<td>0.8%</td>
</tr>
<tr>
<td>Native American</td>
<td>134</td>
<td>231</td>
<td>365</td>
<td>2.9%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>84</td>
<td>51</td>
<td>135</td>
<td>1.1%</td>
</tr>
<tr>
<td>Hispanic American</td>
<td>58</td>
<td>54</td>
<td>112</td>
<td>0.9%</td>
</tr>
<tr>
<td>Non-resident Alien</td>
<td>257</td>
<td>184</td>
<td>441</td>
<td>3.5%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>207</td>
<td>137</td>
<td>344</td>
<td>2.8%</td>
</tr>
<tr>
<td>Total</td>
<td>6,373</td>
<td>6,050</td>
<td>12,423</td>
<td>100%</td>
</tr>
</tbody>
</table>
An increasingly important part of institutional accountability is student retention. What motivates students to stay in or drop out of college?

Tinto (1996) reports that:
- Over half (57%) of all dropouts from four year institutions leave before the start of their second year.
- 40% of all students in America who start at a four year college fail to earn a degree.

As part of the North Dakota State Board of Higher Education’s accountability measure, all 11 state institutions received funding to administer the following 5 surveys:

- NL College Student Inventory (CSI) (2002 summer orientation, 2003 summer orientation)
- NL Institutional Priority Survey (August 2002)
- NL Student Satisfaction Survey (October 2002)
- ACT Alumni Outcomes Survey (March 2003)
- ACT Non-Returning Student Survey (August 2003)

The Retention Management System
Early-intervention, Early-alert Strategy

- Assess students with CSI along with 3 reports
- Identify individual student needs, attitudes, and motivations
- Connect student with advisor
- Refer student to appropriate resources
- Facilitate academic & social integration through workshops, focus groups, activities, contacts, etc.
- Follow up on referrals and stay connected with student

Operational Procedures at UND

- Among the 1,987 first-time freshmen enrolled in the Fall semester 2002, 1,884 had participated in the summer orientation and 1,722 (50.7% male and 49.3% female) completed the CSI survey Form B (91.4% response rate) while 1,499 also completed CIRP Freshman Survey.

- The survey was sent to Noel-Levitz company in Iowa City for scoring on July 22, 2002 and 3 reports were available for review on August 10, 2002.

Three Reports to Address Student Characteristics that Lead to Attrition Are:

- The Student Report
- The Advisor/Counselor Report
- The Summary and Planning Report
College Student Inventory Form B is Grouped into Three Major Parts

Part A – student’s name, major, age, gender, & Social Security Number.

Part B – 9 questions reporting such background characteristics as race, planned working hours, high school grades, perception on academic knowledge and ability, and parental education.

Part C is composed of 90 items grouped in the 17 motivational scales with the intended purpose of probing academic and social aspects from the responses obtained by the incoming freshmen. The responses are organized into 4 motivational assessment categories:

The Students Identified themselves as

<table>
<thead>
<tr>
<th>Ethnic Origin</th>
<th>Freshmen at CSI</th>
<th>All UND</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>95.6%</td>
<td>88.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>0.7%</td>
<td>0.9%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.5%</td>
<td>2.9%</td>
</tr>
<tr>
<td>African American</td>
<td>0.2%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Other</td>
<td>0.6%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Unspecific</td>
<td>1.2%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

Other Demographic Information

- More than 54% of incoming freshmen indicated their high school GPA was above B. The overall high school GPA is 3.40 on 4.00 scale.
- 82% planed to work while studying in college.
- 48% reported that their fathers and 45% reported that their mothers received Bachelor’s degree or advanced degree.
- 52% intended to pursue advanced degrees.

Demographic Data Comparison

<table>
<thead>
<tr>
<th>Category</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>849</td>
<td>873</td>
<td>1722</td>
</tr>
<tr>
<td>College preparatory</td>
<td>54.7</td>
<td>62.9</td>
<td>58.8</td>
</tr>
<tr>
<td>Parental education</td>
<td>54.5</td>
<td>59.5</td>
<td>57.0</td>
</tr>
<tr>
<td>Desire to transfer</td>
<td>44.7</td>
<td>44.1</td>
<td>44.4</td>
</tr>
<tr>
<td>High school grades</td>
<td>69.8</td>
<td>60.5</td>
<td>65.1</td>
</tr>
<tr>
<td>Highest degree sought</td>
<td>52.1</td>
<td>42.3</td>
<td>47.2</td>
</tr>
</tbody>
</table>

All results are presented as percentiles based on national norms (50.0%).

Level of Parental Education

- The definitions used in this study:
  - First-generation college students whose parents had not entered college.
  - Second-generation college students who came from families with both parents (if applicable) having college or higher degrees.

Parental Education and Student’s Perception on Academic Ability

Students perceived their above average academic ability

<table>
<thead>
<tr>
<th>Perceived academic ability</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First–generation</td>
<td>49%</td>
<td>51%</td>
<td>50%</td>
</tr>
<tr>
<td>Second–generation</td>
<td>69%</td>
<td>78%</td>
<td>75%</td>
</tr>
</tbody>
</table>
Parental Education and Student's College Preparatory

Students perceived their college preparation

<table>
<thead>
<tr>
<th>Perceived academic ability</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-generation</td>
<td>46%</td>
<td>52%</td>
<td>49%</td>
</tr>
<tr>
<td>Second-generation</td>
<td>60%</td>
<td>67%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Parental Education and Student's Aspirations on Advanced Degrees

Students planned to pursue graduate degrees

<table>
<thead>
<tr>
<th>Pursue graduate degrees</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-generation</td>
<td>47%</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>Second-generation</td>
<td>70%</td>
<td>44%</td>
<td>54%</td>
</tr>
</tbody>
</table>

17 Motivational Scales

1. Student habits
2. Intellectual interests
3. Verbal confidence
4. Math and science confidence
5. Desire to finish college
6. Attitude toward educators
7. Sociability
8. Family emotional support
9. Opinion tolerance
10. Career closure
11. Sense of financial security
12. Academic assistance
13. Personal counseling
14. Social enrichment
15. Career counseling
16. Financial guidance
17. Internal validity

4 Motivational Compound Scales

- Academic Motivation (6)
- General Coping (5)
- Receptivity to Support Services (5)

On the Student Report:

- Background Information
  1) High school academics
  2) Family background
  3) College experience
- 17 Motivational Assessment
- Written Interpretation
- Up to 10 specific recommendations

Academic Motivation by Gender

<table>
<thead>
<tr>
<th>Motivational Scales</th>
<th>Female</th>
<th>Male</th>
<th>Total UND (ND)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student habits</td>
<td>56%</td>
<td>47%</td>
<td>52% (50%)</td>
</tr>
<tr>
<td>Intellectual interests</td>
<td>56%</td>
<td>47%</td>
<td>52% (49%)</td>
</tr>
<tr>
<td>Verbal confidence</td>
<td>54%</td>
<td>52%</td>
<td>53% (50%)</td>
</tr>
<tr>
<td>Desire to finish college</td>
<td>60%</td>
<td>49%</td>
<td>54% (51%)</td>
</tr>
<tr>
<td>Attitude toward educators</td>
<td>62%</td>
<td>51%</td>
<td>56% (54%)</td>
</tr>
<tr>
<td>Math/Sci. confidence</td>
<td>55%</td>
<td>67%</td>
<td>61% (57%)</td>
</tr>
</tbody>
</table>

Academic Motivation by Parental Education

<table>
<thead>
<tr>
<th>Motivational Scales</th>
<th>First generation</th>
<th>Second generation</th>
<th>Total UND (ND)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student habits</td>
<td>52.4%</td>
<td>51.4%</td>
<td>52% (50%)</td>
</tr>
<tr>
<td>Intellectual interests</td>
<td>48.8%</td>
<td>53.2%</td>
<td>52% (49%)</td>
</tr>
<tr>
<td>Verbal confidence</td>
<td>49.4%</td>
<td>55.9%</td>
<td>53% (50%)</td>
</tr>
<tr>
<td>Math/Sci. confidence</td>
<td>54.4%</td>
<td>63.8%</td>
<td>61% (57%)</td>
</tr>
<tr>
<td>Desire to finish college</td>
<td>51.5%</td>
<td>54.2%</td>
<td>54% (51%)</td>
</tr>
<tr>
<td>Attitude toward educators</td>
<td>55.6%</td>
<td>56.4%</td>
<td>56% (54%)</td>
</tr>
</tbody>
</table>

All results are presented as percentiles based on national norms (50.0%). (ND)* indicates the results from 4,085 students of six 4-year institutions at North Dakota.
General Coping Skills By Gender

<table>
<thead>
<tr>
<th>Motivational Scales</th>
<th>Female</th>
<th>Male</th>
<th>Total UND (ND)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociability</td>
<td>55%</td>
<td>49%</td>
<td>52% (50%)</td>
</tr>
<tr>
<td>Family emotional support</td>
<td>57%</td>
<td>52%</td>
<td>55% (53%)</td>
</tr>
<tr>
<td>Opinion tolerance</td>
<td>55%</td>
<td>50%</td>
<td>52% (49%)</td>
</tr>
<tr>
<td>Career closure</td>
<td>51%</td>
<td>55%</td>
<td>53% (51%)</td>
</tr>
<tr>
<td>Sense of financial security</td>
<td>54%</td>
<td>56%</td>
<td>55% (53%)</td>
</tr>
</tbody>
</table>

General Coping Skills By Parental Education

<table>
<thead>
<tr>
<th>Motivational Scales</th>
<th>First generation</th>
<th>Second generation</th>
<th>Total UND (ND)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociability</td>
<td>49.7%</td>
<td>53.2%</td>
<td>52% (50%)</td>
</tr>
<tr>
<td>Family emotional support</td>
<td>52.0%</td>
<td>54.4%</td>
<td>55% (53%)</td>
</tr>
<tr>
<td>Opinion tolerance</td>
<td>52.2%</td>
<td>52.3%</td>
<td>52% (49%)</td>
</tr>
<tr>
<td>Sense of financial security</td>
<td>45.2%</td>
<td>61.8%</td>
<td>55% (53%)</td>
</tr>
<tr>
<td>Career closure</td>
<td>54.7%</td>
<td>51.6%</td>
<td>53% (51%)</td>
</tr>
</tbody>
</table>

Receptivity to Support Coping By Gender

<table>
<thead>
<tr>
<th>Motivational Scales</th>
<th>Female</th>
<th>Male</th>
<th>Total UND (ND)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic assistance</td>
<td>41%</td>
<td>40%</td>
<td>41% (41%)</td>
</tr>
<tr>
<td>Personal counseling</td>
<td>42%</td>
<td>44%</td>
<td>43% (43%)</td>
</tr>
<tr>
<td>Social enrichment</td>
<td>60%</td>
<td>53%</td>
<td>57% (56%)</td>
</tr>
<tr>
<td>Career counseling</td>
<td>50%</td>
<td>43%</td>
<td>46% (45%)</td>
</tr>
<tr>
<td>Financial guidance</td>
<td>54%</td>
<td>52%</td>
<td>53% (54%)</td>
</tr>
</tbody>
</table>

Receptivity to Support Coping By Parental Education

<table>
<thead>
<tr>
<th>Motivational Scales</th>
<th>First generation</th>
<th>Second generation</th>
<th>Total UND (ND)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic assistance</td>
<td>41%</td>
<td>40%</td>
<td>41% (41%)</td>
</tr>
<tr>
<td>Personal counseling</td>
<td>43%</td>
<td>42%</td>
<td>43% (43%)</td>
</tr>
<tr>
<td>Social enrichment</td>
<td>53%</td>
<td>59%</td>
<td>57% (54%)</td>
</tr>
<tr>
<td>Career counseling</td>
<td>46%</td>
<td>46%</td>
<td>46% (45%)</td>
</tr>
<tr>
<td>Financial guidance</td>
<td>58%</td>
<td>47%</td>
<td>53% (54%)</td>
</tr>
</tbody>
</table>

Seventeen Motivational Scales by Gender

25 Recommendations for Action

1. Get help with study habits.
2. Get help with exam skills (5)
3. Get help with writing skills.
4. Get help with basic math skills
5. Get help with reading skills.
6. Get tutoring in selected areas.
7. Discuss unhappy feeling with counselor
8. Discuss an unwanted habit with counselor.
9. Discuss attitude toward school with counselor
10. Discuss emotional tensions with counselor
11. Discuss family problems with counselor
12. Discuss dating and social life with counselor
13. Discuss qualifications for occupations
14. Discuss job market for college graduates (4)
15. Get help in selecting in occupation
16. Get help in selecting academic program (1)
17. Discuss the qualifications of occupations (2)
18. Get help in finding a part-time job
19. Get help in obtaining a loan
20. Get help in obtaining a scholarship
21. Get help in finding a summer job
22. Get help in meeting new friends (3)
23. Get information about student activities
24. Get advise from experienced student
25. Get information about fraternities/sororities

The Top Five Overall Recommendations

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Mean priority scores UND (ND)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get help in selecting an academic program</td>
<td>6.38 (6.38)</td>
</tr>
<tr>
<td>2. Discuss the qualifications for occupations</td>
<td>6.33 (6.31)</td>
</tr>
<tr>
<td>4. Discuss job market for college graduates</td>
<td>6.09 (6.10)</td>
</tr>
<tr>
<td>5. Get help with exam skills</td>
<td>6.01 (6.22)</td>
</tr>
</tbody>
</table>

The strength of each recommendation is indicated by its mean Priority Score (0=low, 10=high). (ND)* indicates the results from 4,085 students from 4-year institutions.

On the Advisor/Counselor Report

- Background Information
  1) High school academics
  2) Family background
  3) College experience
  4) Other indication—Desire to transfer
- 17 Motivational Assessment
- Up to 7 specific recommendations
- Summary of Academic Motivation
  1) Dropout Proneness
  2) Predicted Academic Difficulty
  3) Educational Stress
  4) Receptivity to Institutional Help
(9 = very high, 5 = average, and 1 = very low)

For Advisor to know about the student

- What are the student’s major strengths?
- What are the barriers that the student must overcome to be successful?
- What areas should be discussed with the student?
- What cautions would the advisor exercise in interviewing the student?
- What recommendations would the advisor make to the student?

Four Motivational Compound Scales by Majors

<table>
<thead>
<tr>
<th>Majors</th>
<th>Dropout Proneness</th>
<th>Academic Difficulty</th>
<th>Educational Stress</th>
<th>Receptivity to Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>undecided</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-aviation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Four Motivational Compound Scales by Gender

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Proneness</td>
<td>39.6</td>
<td>36.5</td>
<td>38.1</td>
</tr>
<tr>
<td>Academic Difficulty</td>
<td>46.9</td>
<td>43.1</td>
<td>44.5</td>
</tr>
<tr>
<td>Educational Stress</td>
<td>48.8</td>
<td>43.3</td>
<td>46.0</td>
</tr>
<tr>
<td>Receptivity to Help</td>
<td>47.3</td>
<td>47.3</td>
<td>47.3</td>
</tr>
</tbody>
</table>
Four Motivational Compound Scales by Parental Education

An Overview of the Summary and Planning Report of the 2002 College Student Inventory

Outreach Lists On the Institutional Report

Specific Tasks of the RMS Advisor

Recommendations for Action

General Coping

Sociability

Get Help Meeting New Friends
1. Residence Assistant in the Residence Halls
2. Student Organization Center
3. Intramurals
4. Cultural Centers

Roommate Issues
1. Discuss with roommate
2. Discuss with Resident Assistant
3. Counseling Center
4. Conflict Resolution Center

Career Closure
1. Career Counselor or Career Services
2. Academic Advisor
3. Career Decision Making (Counseling 101, 1 credit)
More Recommendations for Action …
Please refer to handouts

Some of the Negative Responses from Some of the RMS Advisors:

- Many students never came in for their appointments.
- Some students don’t even remember taking the survey.
- Some students were surprised by the results.
- Uncomfortable discussing family problems rather than academic ones.
- Could post a problem (time consuming) if one advisor had a lot of CSI’s to work with.

Some of the Positive Responses from Some of the Faculty:

- Positive experience when visiting with students.
- The students seemed interested in the resources around campus.
- Gave faculty member opportunity to talk to the students about their plans for college in general and refer them to specific programs/courses.
- Faculty member felt it was a good way to connect with new students on a one-on-one basis.
- Both student/advisor within Student Academic Services have appreciated using the instrument.

How Did Our Freshmen Perform in their First Semester at UND?

Freshmen Fall Term GPA (on 4.0 scale) Comparison by College

<table>
<thead>
<tr>
<th>College (% of freshmen)</th>
<th>Fall 2002</th>
<th>Fall 2001</th>
<th>Fall 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &amp; S (24.4%)</td>
<td>2.60</td>
<td>2.53</td>
<td>2.48</td>
</tr>
<tr>
<td>Engineering (7.1%)</td>
<td>2.50</td>
<td>2.51</td>
<td>2.35</td>
</tr>
<tr>
<td>Nursing (5.5%)</td>
<td>2.83</td>
<td>2.76</td>
<td>2.86</td>
</tr>
<tr>
<td>Business (9.7%)</td>
<td>2.49</td>
<td>2.52</td>
<td>2.49</td>
</tr>
<tr>
<td>Medicine (5.5%)</td>
<td>2.61</td>
<td>2.58</td>
<td>2.61</td>
</tr>
<tr>
<td>Aerospace (18.8%)</td>
<td>2.89</td>
<td>2.76</td>
<td>2.78</td>
</tr>
<tr>
<td>Education (5.0%)</td>
<td>2.76</td>
<td>2.60</td>
<td>2.53</td>
</tr>
<tr>
<td>Undecided (24.0%)</td>
<td>2.58</td>
<td>2.55</td>
<td>2.47</td>
</tr>
<tr>
<td>Total</td>
<td>2.65</td>
<td>2.59</td>
<td>2.55</td>
</tr>
</tbody>
</table>

Freshmen Fall Term GPA Range
### The Nursing Model

**Term GPA:** 2.83 (2002), 2.76 (2001), 2.86 (2000)

<table>
<thead>
<tr>
<th>Year</th>
<th>0.00 to 1.99</th>
<th>2.00 to 2.99</th>
<th>3.00 to 3.99</th>
<th>4.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000 Fall</td>
<td>15%</td>
<td>33%</td>
<td>48%</td>
<td>4%</td>
</tr>
<tr>
<td>2001 Fall</td>
<td>18%</td>
<td>29%</td>
<td>47%</td>
<td>6%</td>
</tr>
<tr>
<td>2002 Fall</td>
<td>13%</td>
<td>35%</td>
<td>45%</td>
<td>7%</td>
</tr>
</tbody>
</table>

- 69 students
- 72 students
- 113 students

### The Undecided Model


<table>
<thead>
<tr>
<th>Year</th>
<th>0.00 to 1.99</th>
<th>2.00 to 2.99</th>
<th>3.00 to 3.99</th>
<th>4.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000 Fall</td>
<td>29%</td>
<td>34%</td>
<td>31%</td>
<td>6%</td>
</tr>
<tr>
<td>2001 Fall</td>
<td>25%</td>
<td>29%</td>
<td>36%</td>
<td>10%</td>
</tr>
<tr>
<td>2002 Fall</td>
<td>22%</td>
<td>37%</td>
<td>30%</td>
<td>11%</td>
</tr>
</tbody>
</table>

- 451 students
- 492 students
- 498 students

### UND Freshmen First Year Retention Rate

**Fall to Fall**

- 77% of the first-time full-time Fall 1999 freshmen enrolled at UND on Fall 2000
- 75% of the first-time full-time Fall 2000 freshmen enrolled at UND on Fall 2001
- 76% of the first-time full-time Fall 2001 freshmen enrolled at UND on Fall 2002 (compared to 82.9% of CSI participants vs. 66.9% of non-CISI participants at Arkansas Tech University)
- 77% of the first-time full-time Fall 2002 freshmen enrolled at UND on Fall 2003

Retention rate to be determined

### What’s Next?

Currently a second year CSI study is on going to investigate the confounding effects (gender, parental education, HS GPA, standardized test scores, and academic major) of motivation on retention.

### Acknowledgement

Associate Vice President for Enrollment Management
Vice President for Student and Outreach Services
Vice president for Academic Affairs
Office of Research & Program Development
Office of Institutional Research

For more information:

- About surveys: [www.und.nodak.edu/dept/datacol/reports/surveydesc.html](http://www.und.nodak.edu/dept/datacol/reports/surveydesc.html)

- About presentation material: [www.und.nodak.edu/dept/datacol/presentations/index.htm](http://www.und.nodak.edu/dept/datacol/presentations/index.htm)

Or contact Jean Chen at [Jean_chen@mail.und.nodak.edu](mailto:Jean_chen@mail.und.nodak.edu)

17th Annual National Conference on Student Retention
San Diego, California, July 15, 2003
Retention Management System - College Student Inventory  
University of North Dakota  
Referral Sites  
2003-2004

Academic Motivation

Study Habits
1. Get Help With Study Habits
   • Intro to Effective Study - A&S 250; 1 cr. Letter graded elective course
2. Get Help With Exam Skills
   • University Learning Center, Memorial Union room 201, 777-4406
3. Get Tutoring in Specific Areas
   • University Learning Center, Memorial Union room 201, 777-4406
   • Online tutoring available at www.und.edu/dept/ULC/SMARTTHINKING.html
   • Mathematics Department, Witmer Hall room 313, 777-2881
   • AISS Learning Lab, American Indian Student Services, 317 Cambridge, 777-4291
4. Talk to Someone About Stress or Time Management Skills
   • Counseling Center, McCannel Hall room 200, 777-2127
   • University Learning Center, Memorial Union room 201, 777-4406

Intellectual Interests
1. Find Out About Academic Clubs and Organizations
   • Student Organization Center, Memorial Union 1st floor, 777-3620
2. Get Help Selecting An Academic Program or Major
   • Career Walk-in Center, McCannel Hall room 280, 777-3904
   • Career Counselor, McCannel Hall room 200, 777-2127
   • Career Decision Making - Coun 101; 1 cr. part-term S/U graded elective course
   • Academic Advisor

Verbal Confidence
1. Get Help With Writing Skills
   • University Writing Center, Merrifield Hall room 12, 777-2795
2. Get Help With Reading Comprehension Skills
   • University Learning Center, Memorial Union room 201, 777-4406
   • Rapid Reading - A&S 250; 1cr. S/U graded elective course
   • College Reading - A&S 250; 1 cr. S/U graded elective course
   • Critical Thinking Strategies for College Students – A&S 250; 2 cr. Letter graded elective course
3. Find Out About CLEP tests
   • Testing Services, McCannel Hall room 200, 777-2127
4. Find Out About Correspondence Classes
   • Continuing Education, Gustafson Hall, 1st floor, 777-2661
Math and Science Confidence
1. Get Help With Math Skills
   • Refer to instructor of the course
   • Mathematics Learning Center, Witmer Hall room 312, 777-2881
   • University Learning Center, Memorial Union room 201, 777-4406
   • Student Support Services, McCannel Hall, third floor, 777-3426
2. Find Out About Math Placement Exam
   • Mathematics Department, Witmer Hall room 313, 777-2881
3. Find Out About CLEP Tests
   • Testing Services, McCannel Hall room 200, 777-2127
4. Find Out About Correspondence Study
   • Continuing Education, Gustafson Hall 1st floor, 777-2661

Desire to Finish College
1. Find Out About Career Options
   • Career Walk-in Center, McCannel Hall room 280, 777-3904
   • Career Counselor, McCannel Hall room 200, 777-2127
   • Career Services, McCannel Hall room 280, 777-3904
2. Speak With A Counselor
   • Counseling Center, McCannel Hall room 200, 777-2127

Attitude Towards Educators
1. Speak With a Counselor
   • Counseling Center, McCannel Hall room 200, 777-2127

General Coping
Sociability
1. Get Help Meeting New Friends
   • Resident Assistant in the Residence Halls
   • Clubs and Organizations - Student Organization Center, Memorial Union 1st floor, 777-3620
   • Intramurals - Hyslop Sports Center room 263, 777-4330
   • Cultural Centers - International Center, Era Bell Thompson Cultural Center, American Indian Student Center, Women's Center
2. Roommate Issues
   • Discuss with roommate
   • Discuss with Resident Assistant
   • Counseling Center, McCannel Hall room 200, 777-2127
   • Conflict Resolution Center, 314 Cambridge St., 777-3664

Opinion Tolerance
1. Speak With a Counselor
   • Counseling Center, McCannel Hall room 200, 777-2127
2. Find Out About Groups That Share Your Opinion
   • Student Organizations Center, Memorial Union 1st floor, 777-3620
Career Closure
1. Get Help Selecting a Major/Occupation
   • Career Decision Making - Coun 101; 1 cr. part-term S/U graded elective course
   • Academic Advisor
   • Career Walk-in Center, McCannel Hall room 280, 777-3904
   • Career Counselor, McCannel Hall room 200, 777-2127
2. Discuss Advantages, Disadvantages of Occupations/Majors
   • Career Decision Making - Coun 101: 1 cr. part-term S/U graded elective course
   • Academic Advisor
   • Career Walk-in Center, McCannel Hall room 280, 777-3904
   • Career Counselor, McCannel Hall room 200, 777-2127
3. Discuss Qualifications for Occupations/Majors
   • Career Decision Making - Coun 101; 1 cr. part-term S/U graded elective course
   • Academic Advisor
   • Career Walk-in Center, McCannel Hall room 280, 777-3904
   • Career Counselor, McCannel Hall room 200, 777-2127
4. Discuss Job Market for College Graduates
   • Career Services, McCannel Hall room 280, 777-3904

Sense of Financial Security
1. Get Help Finding a Job
   • Financial Aid Office, Twamley Hall room 216, 777-3121 (work study)
   • Job Service North Dakota, Twamley Hall room 211, 777-4408 (institutional or off-campus employment)
2. Get Help in Obtaining a Loan, Grant, or Scholarship
   • Financial Aid Office, Twamley Hall room 216, 777-3121
3. Speak With A Counselor
   • Counseling Center, McCannel Hall room 200, 777-2127

Receptivity Scales
Academic Assistance
1. Get Help With Study Habits
   • Intro to Effective Study - A&S 250; 1 cr. Letter graded elective course
2. Get Help With Exam Skills
   • University Learning Center, Memorial Union room 201, 777-4406
3. Get Tutoring in Specific Areas
   • University Learning Center, Memorial Union room 201, 777-4406
   • Online tutoring available at www.und.edu/dept/ULC/SMARTTHINKING.html
   • Mathematics Learning Center, Witmer Hall room 312, 777-2881
   • AISS Learning Lab, American Indian Student Services, 317 Cambridge, 777-4291
4. Talk to Someone About Stress or Time Management Skills
   • Counseling Center, McCannel Hall room 200, 777-2127
   • University Learning Center, Memorial Union room 201, 777-4406
**Personal Counseling**
1. Discuss Emotional Tensions
   - Counseling Center, McCannel Hall room 200, 777-2127
2. Discuss any Unwanted Habit
   - Counseling Center, McCannel Hall room 200, 777-2127
   - Student Health Services, McCannel Hall 1st floor, 777-4500
3. Discuss Attitude Toward School
   - Counseling Center, McCannel Hall room 200, 777-2127
   - Academic Advisor
4. Individual or Group Counseling
   - Counseling Center, McCannel Hall room 200, 777-2127
5. Crisis Management
   - Counseling Center, McCannel Hall room 200, 777-2127
6. Code of Student Life
   - Dean of Student's Office, McCannel room 180, 777-2664

**Social Enrichment**
1. Get Information About Student Activities
   - Student Organization's Center, Memorial Union 1st floor, 777-3620
   - Intramurals - Hyslop Sports Center room 263, 777-4330
2. Get Information About Fraternities and Sororities
   - Office of Greek Life, Memorial Union 1st floor, 777-3667

**Career Counseling**
1. Get Help Selecting a Major/Occupation
   - Academic Advisor
   - Career Walk-in Center, McCannel Hall room 280, 777-3904
   - Career Counselor, McCannel Hall room 200, 777-2127
   - Career Decision Making - Coun 101; 1 cr. part-term S/U graded elective course
2. Discuss Advantages, Disadvantages of Occupations/Majors
   - Academic Advisor
   - Career Walk-in Center, McCannel Hall room 280, 777-3904
   - Career Counselor, McCannel Hall room 200, 777-2127
   - Career Decision Making - Coun 101; 1 cr. part-term S/U graded elective course
3. Discuss Qualifications for Occupations/Majors
   - Academic Advisor
   - Career Walk-in Center, McCannel Hall room 280, 777-3904
   - Career Counselor, McCannel Hall room 200, 777-2127
   - Career Decision Making - Coun 101; 1 cr. part-term S/U graded elective course
4. Discuss Job Market for College Graduates
   - Career Services, McCannel Hall room 280, 777-3904

**Financial Guidance**
1. Get Help Finding A Part-time Job
   - Financial Aid Office, Twamley Hall room 216, 777-3121 (work study)
   - Job Service North Dakota, Twamley Hall room 211, 777-4408 (institutional or off campus employment)
Referral Web Sites
University Learning Center: www.und.edu/dept/ULC/
Mathematics Learning Center: www.und.edu/dept/math/lc/
Writing Center: www.und.edu/dept/wac/
Continuing Education: www.conted.und.edu/
Student Support Services: www.und.edu/dept/trio/
Counseling Center: www.und.edu/dept/counsel/homepage.htm
Conflict Resolution Center: www.und.edu/dept/crc/
Student Organizations: www.union.und.nodak.edu/union/SOC/soc.htm
Greek Life: www.union.und.nodak.edu/union/greeklife/greeklife.htm
Intramural Office: www.und.edu/dept/athletics/im-rec/
International Centre: www.und.edu/dept/oip/
Era Bell Thompson Cultural Center: www.und.edu/dept/erabell/
American Indian Student Services: www.und.edu/dept/aiss/
Women's Center: www.und.edu/dept/womenctr/
Financial Aid Office: www.und.edu/dept/finaid/
Dean of Student's Office: www.und.edu/dept/sao/
Registrar's Office: www.und.edu/dept/registrar/

If referral resources do not appear to be effective or the student indicates a disability, refer them to Disability Support Services for confidential information about the disability and how to request accommodations at UND. Disability Support Services can be contacted by phone at 777-3425, McCannel Hall room 190, or via the web at www.und.edu/dept/dss/

June 2003