



## 2012 Noel-Levitz Research Report

# The Attitudes and Needs of Freshmen at Mid-Year

This companion report to Noel-Levitz's *2012 National Freshman Attitudes Report* examines the self-reported attitudes, motivations, and needs of college freshmen at the beginning vs. the middle of the 2011-2012 academic year, based on survey responses from a sizable sample of more than 4,000 freshmen attending college in 2011-2012. Highlights appear below.

### By the middle of their first year...

- Only about half or less of the freshman respondents at private and public four-year institutions reported they had received help with career planning.
- Two-thirds of the respondents indicated they "get along well" with people who openly disagree with them, up from just over half at the start of the year.
- Fifty-five percent of the respondents at two-year public institutions, 18 percent of the respondents at four-year public institutions, and 9 percent of the respondents at four-year private institutions reported they planned to transfer to another college or university to complete a degree or program.

Complete findings appear in the appendix on pages 5-11, including 29 changes in student attitudes between the beginning vs. the middle of the freshman year and up to 12 areas where students' receptivity to assistance at the start of the year exceeded students' actual usage of support services by mid-year. To access Noel-Levitz's *2012 National Freshman Attitudes Report*, visit [www.noellevitz.com/FreshmanReport](http://www.noellevitz.com/FreshmanReport).

#### Findings color key:

- 4-year private institutions
- 4-year public institutions
- 2-year institutions, public and private

### What are the implications of these findings?

What should colleges and universities *do* with the findings in this report? How might these findings affect campus practices and policies? For a discussion of possible responses to the data, read this related blog post from Noel-Levitz, "*What these college freshmen want but aren't getting by mid-year: Findings from a new Noel-Levitz report,*" available at [blog.noellevitz.com](http://blog.noellevitz.com).

## Many freshmen who expressed interest in career planning assistance at the beginning of the academic year still hadn't received it at mid-year

For more findings, please see the appendix on pages 5-11.

Table 1 below shows examples of gaps between students' receptivity to assistance at the start of the freshman year and students' usage of assistance by the middle of the freshman year. Note that the gaps can be negative or positive. For example, the positive gaps in tutoring, shown below, indicate that more freshmen had received tutoring assistance by mid-year than had initially indicated a desire for tutoring at the start of the year.

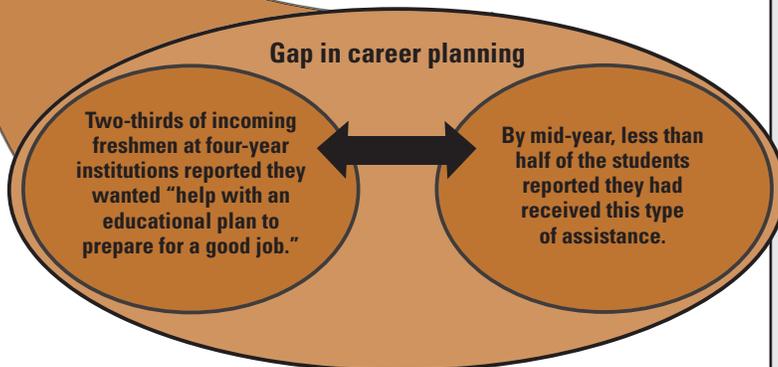
For more gaps of this type, see the appendix on pages 7 and 8, including findings on freshman receptivity to assistance at the middle of the 2011-2012 academic year.

**Table 1: Freshman attitudes toward receiving assistance at the start vs. middle of the first year**

### Percent of freshmen in agreement (2011-2012 academic year)

Selected survey items	Freshmen at 4-year private institutions			Freshmen at 4-year public institutions			Freshmen at 2-year institutions (public and private)		
	Start of year: Receptivity to help	Received help by mid-year	Gap	Start of year: Receptivity to help	Received help by mid-year	Gap	Start of year: Receptivity to help	Received help by mid-year	Gap
<b>Freshman receptivity to assistance</b>									
I would like to receive help with an educational plan to prepare for a good job.	65.3%	37.9%	-27.4%	70.0%	45.8%	-24.2%	69.2%	61.4%	-7.8%
I would like help in improving my study habits.	48.3%	50.3%	2.0%	63.3%	60.0%	-3.3%	66.0%	71.0%	5.0%
I would like to receive tutoring in one or more of my courses.	38.8%	39.0%	0.2%	48.5%	54.1%	5.6%	45.0%	49.2%	4.2%
I would like to talk with someone about getting a part-time job.	52.6%	34.3%	-18.3%	50.8%	33.6%	-17.2%	41.8%	32.7%	-9.1%

Across institution types, some of the biggest gaps between freshman receptivity to assistance at the start of the freshman year compared to freshman usage of services by the middle of the freshman year were in the area of career services, as shown in the example below. For more career services gaps, see page 7 of the appendix.



#### Source of data

The data in this report were drawn from 4,028 first-year undergraduate students in fall 2011. The students initially completed a 100-item motivational assessment, Noel-Levitz's CSI-B, during orientation or within their first weeks of classes, then later completed a follow-up assessment, the Mid-Year Student Assessment (MYSA), near the end of their first term. For more information on Noel-Levitz motivational assessments and this study, see page 12. For a demographic breakdown of the respondents, see pages 9-11.

*Caution:* It should be noted that the colleges and universities participating in this study made substantial, targeted efforts to address the needs identified by their students at the start of the year prior to assessing students' needs and attitudes at mid-year. Hence, the findings in this study are likely conservative for higher education as a whole. For example, in the absence of such substantial, targeted interventions, negative gaps are likely to be even more pronounced, and positive gaps are likely to be less pronounced or may, in fact, be negative.

## Freshmen appear to become more tolerant of others' opinions after half a year of college

For more changes like these, see the appendix on pages 5 and 6.

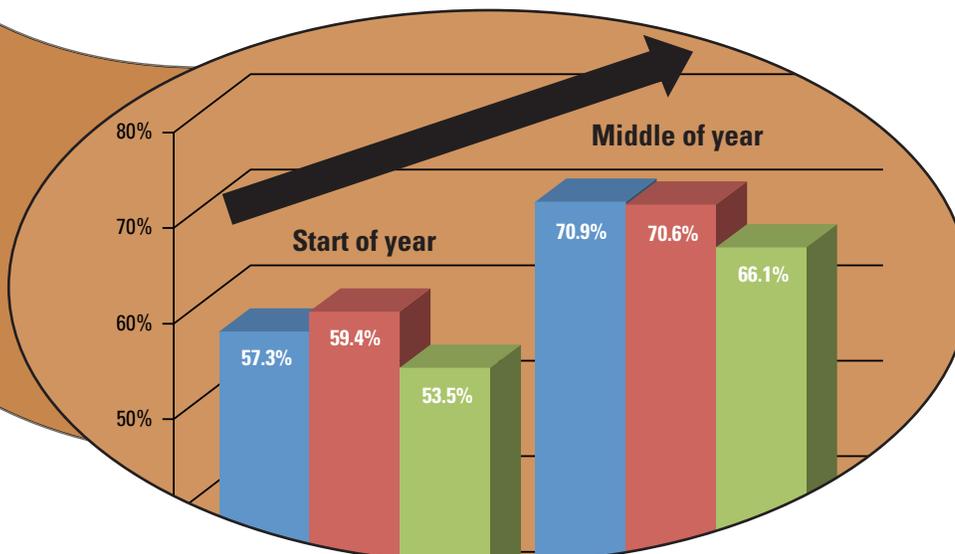
Table 2 shows examples of attitudinal changes among freshmen after half a year of college. Again, changes can be positive or negative. For instance, Table 2 shows that many freshmen reported *more* favorable attitudes toward their families and toward educators. This study also found that freshmen at four-year public institutions consistently reported less favorable attitudes toward educators than their counterparts at other institution types.

**Table 2: The attitudes of freshmen toward other people, including those who disagree with them**

Percent of freshmen in agreement (2011-2012 academic year)

Selected survey items	Freshmen at 4-year private institutions			Freshmen at 4-year public institutions			Freshmen at 2-year institutions (public and private)		
	Start of freshman year	Middle of freshman year	Change	Start of freshman year	Middle of freshman year	Change	Start of freshman year	Middle of freshman year	Change
<b>Freshman attitudes toward other people</b>									
I get along well with people who disagree with my opinion openly.	57.3%	70.9%	13.6%	59.4%	70.6%	11.2%	53.5%	66.1%	12.6%
My family and I communicate very well, and we have a good understanding of each other's point of view.	72.7%	80.4%	7.7%	72.0%	78.8%	6.8%	61.5%	73.9%	12.4%
Most of my instructors are very caring and dedicated. <i>(Refers to high school instructors for start of year and to college instructors for middle of year)</i>	80.6%	84.8%	4.2%	80.7%	71.8%	-8.9%	82.5%	86.5%	4.0%

One of the strongest positive shifts in freshman attitudes from the start of the freshman year to the middle of the freshman year was in students' ability to relate well to people who openly disagreed with them. This finding appears to fulfill a long-held view of higher education as a place that fosters tolerance of others' viewpoints—a finding that has extra salience in today's global environment.



See more satisfaction readings on page 8 in the appendix.

## Satisfaction readings show freshmen at mid-year are working to find their place

Findings on freshmen satisfaction at mid-year are available for the first time in this report, below and in the appendix on page 8. These ratings of satisfaction cover a variety of areas that are known to be important to college student retention and completion.

As with the rest of this report, institutions whose students participated in this study received campus-specific aggregate findings and individual student reports in order to better understand their students' experiences. For more information, please see page 12.

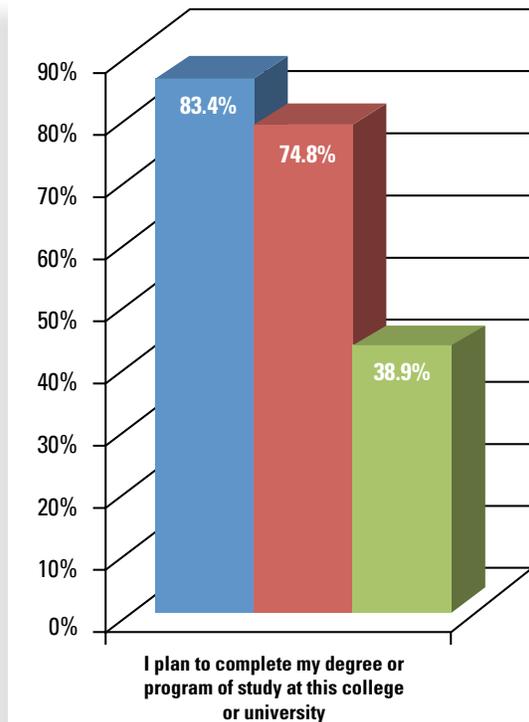
**Table 3: Freshmen satisfaction at the middle of the 2011-2012 academic year**

Mean satisfaction levels (1=low satisfaction, 7=high satisfaction)

Student satisfaction—selected items	4-year private institutions	4-year public institutions	2-year public and private
<b>Freshman satisfaction at mid-year</b>			
Sense of belonging to this college community	5.53	5.28	5.57
Level of interaction with faculty in class	5.62	5.18	5.60
Level of interaction with faculty outside of class	4.95	4.66	4.93
Interaction with advisor	5.23	5.23	5.33

Freshman satisfaction readings at mid-year, available for the first time in this report, indicate how well freshmen are adjusting to their campus communities.

## College completion indicators at mid-year: Many freshmen in this study reported they did not plan to finish or were undecided



When asked about their plans for college completion at mid-year, only 75 percent of freshman at four-year public institutions, only 83 percent of freshmen at four-year private institutions, and only 39 percent of freshmen at two-year public institutions indicated they planned to finish a degree or program of study at their current institution. For further breakdowns, including the proportions of students who planned to transfer to another institution, please see page 11 in the appendix.

## Appendix/Complete Findings

Complete findings of this study are included below and on the pages that follow. The first table below identifies 29 changes in freshman attitudes between the beginning vs. the middle of the 2011-2012 academic year.

**Percent of freshmen in agreement (2011-2012 academic year)**

Survey items	Freshmen at 4-year private institutions			Freshmen at 4-year public institutions			Freshmen at 2-year institutions (public and private)		
	Start of year	Middle of year	Change	Start of year	Middle of year	Change	Start of year	Middle of year	Change
<b>Desire to finish college</b>									
I have a very strong desire to continue my education, and I am quite determined to finish a degree.	96.5%	94.7%	-1.8%	96.9%	94.4%	-2.5%	94.7%	93.3%	-1.4%
I am very strongly dedicated to finishing college—no matter what obstacles get in my way.	96.2%	94.8%	-1.4%	96.2%	93.8%	-2.4%	94.5%	93.2%	-1.3%
I am deeply committed to my educational goals, and I'm fully prepared to make the effort and sacrifices needed to attain them.	92.7%	93.8%	1.1%	93.0%	91.9%	-1.1%	88.5%	89.3%	0.8%
Of all the things I could be doing at this point in my life, going to college is definitely the most satisfying.	85.4%	84.3%	-1.1%	88.8%	86.6%	-2.2%	85.3%	85.0%	-0.3%
<b>Attitude toward educators</b> (refers to high school educators for start of year and to college educators for middle of year)									
My instructors respect me as a person and treat me fairly.	87.4%	90.7%	3.3%	86.3%	84.0%	-2.3%	77.8%	91.0%	13.2%
Most of my instructors are very caring and dedicated.	80.6%	84.8%	4.2%	80.7%	71.8%	-8.9%	82.5%	86.5%	4.0%
I like my instructors, and I feel they do a good job.	78.0%	85.0%	7.0%	80.1%	77.7%	-2.4%	79.5%	89.1%	9.6%
<b>Intellectual interests</b>									
Books have always broadened my horizons and stimulated my imagination.	67.7%	74.0%	6.3%	56.8%	63.8%	7.0%	48.0%	60.4%	12.4%
I get a great deal of personal satisfaction from reading.	55.4%	67.2%	11.8%	46.6%	57.8%	11.2%	45.2%	57.0%	11.8%
<b>Study habits</b> (refers to high school habits for start of year and to college habits for middle of year)									
I take very careful notes during class, and I review them thoroughly before a test.	72.2%	75.7%	3.5%	66.4%	68.8%	2.4%	67.7%	62.2%	-5.5%
I study very hard for all my courses, even those I don't like.	67.6%	75.5%	7.9%	61.3%	71.8%	10.5%	62.2%	73.6%	11.5%
I have developed a solid system of self-discipline, which helps me keep up with my class assignments.	65.6%	79.3%	13.7%	61.9%	77.0%	15.1%	57.3%	72.5%	15.2%

**Percent of freshmen in agreement (2011-2012 academic year)**

Survey items	Freshmen at 4-year private institutions			Freshmen at 4-year public institutions			Freshmen at 2-year institutions (public and private)		
	Start of year	Middle of year	Change	Start of year	Middle of year	Change	Start of year	Middle of year	Change
<b>Math and science confidence</b>									
I have a very good grasp of the scientific ideas I've studied.	54.2%	62.4%	8.2%	49.3%	62.2%	12.9%	40.5%	58.5%	18.0%
I have always enjoyed the challenge of trying to solve complex math problems.	38.1%	52.8%	14.7%	39.8%	56.4%	16.6%	32.7%	51.0%	18.3%
I have a very good understanding of general biology and other science courses I have studied.	41.9%	58.2%	16.3%	38.9%	60.8%	21.9%	34.5%	56.5%	22.0%
<b>Verbal confidence</b>									
I am capable of writing a very clear and well-organized paper.	69.6%	83.8%	14.2%	61.6%	76.9%	15.3%	47.5%	75.4%	27.9%
I pick up new vocabulary words quickly and find it easy to use them in my speech and writing.	56.6%	69.5%	12.9%	50.9%	64.4%	13.5%	47.7%	64.5%	16.8%
I am very good at figuring out the deeper meaning of a short story or novel.	54.1%	69.6%	15.6%	50.1%	66.3%	16.2%	47.5%	66.0%	18.5%
<b>Career closure</b>									
I have found a potential career that strongly attracts me.	73.4%	72.9%	-0.5%	76.9%	79.1%	2.2%	77.2%	80.8%	3.6%
I have made a firm decision to enter a certain occupation and have begun planning my life around that decision.	54.3%	65.7%	11.4%	60.8%	77.2%	16.4%	64.0%	78.7%	14.7%
<b>Family emotional support</b>									
My parents usually understand me, respect my judgment, and treat me in ways that help me grow.	83.0%	84.3%	1.3%	81.9%	81.7%	-0.2%	68.0%	75.1%	7.1%
My family and I communicate very well, and we have a good understanding of each others' points of view.	72.7%	80.4%	7.7%	72.0%	78.8%	6.8%	61.5%	73.9%	12.4%
<b>Sense of financial security</b>									
I have the financial resources that I need to finish college.	49.1%	58.0%	9.0%	50.0%	64.1%	14.1%	43.7%	62.9%	19.2%
I don't have any financial problems that will interfere with my schoolwork.	42.6%	50.3%	7.7%	43.3%	53.6%	10.3%	37.5%	51.1%	13.6%
<b>Sociability</b>									
I greatly enjoy getting together with a group of people and having fun.	79.5%	91.6%	12.1%	81.6%	91.3%	9.7%	70.8%	86.2%	15.4%
I am very adventurous and outgoing at social gatherings.	52.4%	67.7%	15.3%	56.5%	74.9%	18.4%	53.8%	73.9%	20.1%
<b>Opinion tolerance</b>									
I get along well with people who disagree with my opinion openly.	57.3%	70.9%	13.6%	59.4%	70.6%	11.2%	53.5%	66.1%	12.6%
I feel comfortable with those who think quite differently than I do on major social issues.	64.4%	77.3%	12.9%	61.8%	79.5%	17.7%	53.2%	72.5%	19.3%
I find it easy to be friends with people whose political ideas differ sharply from my own.	56.9%	71.6%	14.7%	54.2%	71.7%	17.5%	51.2%	70.9%	19.7%

## Gaps in receptivity to assistance

This table uses a key (see right) to identify gaps as described earlier on page 2. The gaps are between students' receptivity to assistance at the start of the year and students' actual usage of services by mid-year. Also included below is students' receptivity to (further) help at mid-year.

**Key:**  
 Negative gap  
 Positive gap

### Percent of freshmen in agreement (2011-2012 academic year)

Survey items	Freshmen at 4-year private institutions			Freshmen at 4-year public institutions			Freshmen at 2-year institutions (public and private)		
	Start of year: Receptivity to help	Received help by mid-year	Middle of year: Receptivity to (further) help	Start of year: Receptivity to help	Received help by mid-year	Middle of year: Receptivity to (further) help	Start of year: Receptivity to help	Received help by mid-year	Middle of year: Receptivity to (further) help
<b>Academic needs</b>									
Would like instruction in effective ways to take college exams	73.8%	48.4%	33.4%	79.6%	53.3%	45.3%	78.2%	66.3%	48.9%
Would like help in improving my study habits	48.3%	50.3%	33.1%	63.3%	60.0%	47.8%	66.0%	71.0%	51.1%
Would like help in improving my writing skills	41.9%	56.1%	37.2%	50.3%	64.3%	49.7%	55.7%	68.4%	51.0%
Would like help in improving my math skills	36.5%	39.4%	30.9%	47.6%	54.9%	46.5%	57.7%	65.0%	54.9%
Would like tutoring in one or more of my courses	38.8%	39.0%	32.3%	48.5%	54.1%	45.7%	45.0%	49.2%	41.7%
Would like training to improve my reading skills	23.4%	26.6%	20.8%	33.6%	39.1%	30.6%	36.5%	53.9%	34.0%
<b>Career services needs</b>									
Would like to discuss qualifications needed for certain occupations	61.7%	45.5%	57.6%	66.8%	53.0%	63.0%	69.5%	61.2%	56.2%
Would like to receive help with an educational plan to prepare for a good job	65.3%	37.9%	55.1%	70.0%	45.8%	60.9%	69.2%	61.4%	55.4%
Would like to discuss salaries and future outlook for various occupations	51.8%	28.8%	52.1%	58.9%	41.1%	61.2%	52.5%	58.8%	52.8%
Would like to discuss advantages and disadvantages of various occupations	49.3%	29.9%	53.1%	53.4%	40.1%	61.7%	48.2%	55.7%	52.1%
Would like to receive help selecting an occupation well suited to my interests and abilities	48.1%	34.0%	49.7%	53.9%	45.7%	56.3%	52.5%	58.6%	48.0%
<b>Personal support needs</b>									
Would like to talk with a counselor about my general attitude toward school	14.0%	39.0%	12.7%	18.3%	43.5%	22.6%	23.8%	44.0%	24.3%
Would like to talk about feelings of discouragement or unhappy thoughts that keep bothering me	9.1%	26.0%	12.9%	8.9%	29.9%	18.1%	14.7%	30.6%	19.9%
Would like to talk with a counselor about eliminating an unwanted habit (involving food, drugs, cigarettes, or alcohol, etc.)	7.1%	16.6%	6.1%	9.3%	22.0%	11.0%	13.8%	21.5%	14.2%
Would like to discuss difficulties in my personal relationships or social life	8.9%	22.4%	10.8%	10.8%	26.5%	16.0%	17.7%	24.6%	19.9%
Would like to talk with a counselor about some family issues	5.7%	17.6%	7.0%	5.8%	23.1%	13.0%	10.3%	21.3%	15.0%
Would like to talk with a counselor about emotional tensions that are bothering me	9.4%	19.7%	11.4%	8.7%	24.0%	15.3%	12.2%	21.7%	19.7%

Survey items	Percent of freshmen in agreement (2011-2012 academic year)								
	Freshmen at 4-year private institutions			Freshmen at 4-year public institutions			Freshmen at 2-year institutions (public and private)		
	Start of year: Receptivity to help	Received help by mid-year	Middle of year: Receptivity to (further) help	Start of year: Receptivity to help	Received help by mid-year	Middle of year: Receptivity to (further) help	Start of year: Receptivity to help	Received help by mid-year	Middle of year: Receptivity to (further) help
<b>Financial guidance</b>									
Would like to talk with someone about getting a part-time job	52.6%	34.3%	42.2%	50.8%	33.6%	49.3%	41.8%	32.7%	38.6%
Would like to discuss pros and cons of getting a student loan	17.9%	34.0%	20.2%	20.0%	37.4%	30.1%	20.8%	36.2%	30.1%
Would like to talk with someone about how to manage my finances, including loans, work and credit cards	NA	25.1%	27.9%	NA	33.2%	38.6%	NA	33.4%	37.6%
Would like to get information about opportunities for holiday or summer jobs	54.0%	23.8%	49.7%	52.8%	29.1%	53.0%	43.2%	26.9%	42.5%
<b>Social activities/enrichment</b>									
Would like to get information about informal gatherings to meet some new friends	60.8%	53.9%	29.8%	62.2%	45.5%	35.0%	47.3%	35.3%	37.0%
Would like to find out about student government and various student activities	51.8%	53.9%	28.7%	55.3%	49.4%	35.1%	42.7%	37.8%	35.7%
Would like to find out about clubs and social organizations at my college	68.2%	66.9%	39.2%	71.1%	60.1%	44.9%	51.2%	47.1%	42.5%

### Freshman satisfaction at the middle of the 2011-2012 academic year

The table below shows the complete satisfaction findings of this study.

Mean satisfaction scores (1 = low satisfaction, 7 = high satisfaction)

Areas of satisfaction evaluated	Freshmen at 4-year private institutions	Freshmen at 4-year public institutions	Freshmen at 2-year institutions (public and private)
Assistance in selecting a program of study or major	5.20	5.14	5.31
Safety and security on campus	5.48	5.26	5.99
Availability of financial resources	4.90	5.06	5.53
Level of interaction with other students	5.67	5.47	5.51
Opportunities for community service and other volunteer work	5.56	5.10	5.00
Level of interaction with faculty in class	5.62	5.18	5.60
Level of interaction with faculty outside of class	4.95	4.66	4.93
Level of interaction with my advisor	5.23	5.23	5.33
Sense of belonging to this college community	5.53	5.28	5.57

## Respondent demographics (2011-2012 academic year)

The following demographics are for freshmen who completed surveys at the beginning *and* at the middle of their freshman year.

Demographic information	Numbers and percentages
Number of respondents	4,028
Average age	19.3
Percent female	62.6%
Percent male	37.4%
<b>Representation by institution type</b>	
Four-year public	49.2%
Four-year private	35.9%
Two-year (public and private)	14.9%
<b>Racial/Ethnic origin</b>	
Black/African American	18.6%
American Indian or Alaskan Native	0.6%
Asian or Pacific Islander	4.5%
White/Caucasian	57.4%
Hispanic or Latino	13.4%
Multi-ethnic or other ethnic origin	3.6%
Prefer not to respond	1.8%
<b>Highest education level of mother</b>	
8 years or less	3.9%
Some high school	6.4%
High school diploma	26.6%
1 to 3 years of college	24.7%
Bachelor's degree	23.0%
Master's degree	10.6%
Professional degree	4.7%
<b>Highest education level of father</b>	
8 years or less	4.2%
Some high school	8.9%
High school diploma	30.0%
1 to 3 years of college	19.3%
Bachelor's degree	21.0%
Master's degree	9.7%
Professional degree	6.8%

**Percent of freshmen in agreement (2011-2012 academic year)**

Additional demographic information	Freshmen at 4-year private institutions		Freshmen at 4-year public institutions		Freshmen at 2-year institutions (public and private)	
	Start of year	Middle of year	Start of year	Middle of year	Start of year	Middle of year
<b>Amount of time working</b> (refers to amount of time expected to work for start of year and to actual time spent working for middle of year)						
0 (I do not work)	32.1%	54.0%	38.8%	67.2%	20.0%	37.5%
1 to 10 hours per week	35.5%	25.3%	25.4%	12.5%	10.7%	9.8%
11 to 20 hours per week	25.4%	13.2%	26.4%	12.1%	24.3%	16.8%
21 to 30 hours per week	5.2%	4.8%	7.1%	5.1%	24.7%	17.4%
31 to 40 hours per week	1.3%	1.6%	1.7%	2.4%	17.0%	15.0%
Over 40 hours per week	0.5%	1.0%	0.5%	0.7%	3.3%	3.6%
<b>GPA</b> (refers to high school for start of year and to first term of college for middle of year)						
A	39.9%	24.8%	25.4%	13.3%	6.2%	12.9%
Halfway between A and B	38.8%	34.0%	42.4%	28.5%	36.3%	38.4%
B	12.2%	18.1%	17.6%	19.7%	15.8%	16.1%
Halfway between B and C	7.7%	16.0%	12.0%	22.2%	30.2%	22.1%
C	1.1%	4.8%	2.0%	8.8%	6.8%	6.4%
Halfway between C and D	0.3%	1.5%	0.6%	5.2%	3.3%	2.9%
D or less	0.1%	0.9%	0.1%	2.3%	1.3%	1.1%
<b>Respondents' self-assessment of general academic knowledge</b> (refers to high school for start of year and to middle of first year of college for middle of year)						
Highest 20%	36.8%	28.8%	20.9%	17.2%	8.2%	14.2%
Next to the highest 20%	34.2%	34.8%	37.8%	33.2%	19.3%	30.9%
Middle 20%	28.2%	33.8%	39.8%	46.9%	64.3%	52.0%
Next to the lowest 20%	0.6%	2.3%	1.3%	2.3%	6.8%	2.4%
Lowest 20%	0.2%	0.3%	0.2%	0.4%	1.3%	0.5%
<b>Highest degree sought</b>						
None	0.0%	0.3%	0.1%	0.1%	0.0%	0.5%
1-year certificate	0.0%	0.3%	0.0%	0.0%	1.0%	1.3%
2-year certificate (associate)	0.3%	1.0%	0.5%	0.9%	18.3%	19.4%
4-year college degree (bachelor's)	22.4%	26.8%	36.5%	37.7%	40.7%	40.4%
Master's degree	36.6%	38.2%	38.6%	36.3%	21.2%	21.8%
Professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	40.6%	33.4%	24.2%	24.9%	18.7%	16.6%

**Percent of freshmen in agreement (2011-2012 academic year)**

Additional demographic information	Freshmen at 4-year private institutions		Freshmen at 4-year public institutions		Freshmen at 2-year institutions (public and private)	
	Start of year	Middle of year	Start of year	Middle of year	Start of year	Middle of year
<b>Perceived academic ability</b>						
Considerably below average	0.1%	0.3%	0.6%	0.9%	0.8%	0.0%
Slightly below average	1.6%	2.9%	2.8%	4.9%	5.5%	4.6%
Average	17.9%	20.6%	25.7%	30.4%	50.8%	47.6%
Slightly above average	29.1%	29.4%	38.0%	33.9%	29.0%	27.5%
Considerably above average (in the top 20%)	44.2%	39.9%	29.7%	26.7%	12.5%	18.6%
Extremely high (in the top 5%)	7.1%	6.9%	3.2%	3.2%	1.3%	1.8%
<b>Study time required</b>						
Not as much as I expected	N/A	10.6%	N/A	10.2%	N/A	13.2%
About what I expected	N/A	64.4%	N/A	57.3%	N/A	59.9%
A lot more than I expected	N/A	25.0%	N/A	32.5%	N/A	26.9%
<b>College plans</b>						
I plan to complete my degree or program of study at this college or university.	N/A	83.4%	N/A	74.8%	N/A	38.9%
I plan to transfer to another college or university to complete my degree or program.	N/A	9.2%	N/A	17.7%	N/A	55.0%
College is not right for me at this time, and I do not plan to continue.	N/A	0.3%	N/A	0.5%	N/A	1.0%
I have not made a decision about my plans for next term. (see note below)	N/A	7.2%	N/A	7.0%	N/A	5.0%

Note: The final item above referred to the second term of college for students who responded before the end of the first term or referred to the third term of college for students who responded at the beginning of the second term.

## Questions? Want additional information?

If you would like to discuss how mid-year student assessments can support you in your service to students, or if you have questions about this report, please contact Beth Richter, PhD, at [beth-richter@noellevitz.com](mailto:beth-richter@noellevitz.com). Additionally, please call us at 1-800-876-1117 to learn more about how the early-alert assessments of the Noel-Levitz Retention Management System *Plus* (RMS *Plus*) help campuses to focus early individual interventions with students and how this approach may be beneficial for your cohorts as well.

To see samples of the survey instruments used in this study, please visit [www.noellevitz.com/RMSPlus](http://www.noellevitz.com/RMSPlus).

## About Noel-Levitz and the early-alert survey instruments used in this study

Noel-Levitz has served the higher education community for nearly 40 years. Campus leaders turn to Noel-Levitz for consultation and resources for student recruitment, student retention, marketing, and strategic enrollment planning. More than 2,700 colleges and universities throughout North America have used Noel-Levitz services.

The data in this report are drawn from two Noel-Levitz early-alert survey instruments: Student respondents initially completed Noel-Levitz's CSI-B, a 100-item motivational assessment, during orientation or within their first weeks of classes, then later completed a follow-up motivational assessment, the Mid-Year Student Assessment, near the end of their first term. Immediately upon each survey's completion, the findings were reported directly to the individual student respondents and to their college or university for early and ongoing identification of student needs.

CSI-B, the first survey instrument used in this study, is the 100-item Form B version of the College Student Inventory of the Noel-Levitz Retention Management System *Plus*™ (RMS *Plus*). The inventory is designed to assess the motivational characteristics of individual, incoming first-year students and provides early guidance for interventions. It profiles incoming students' strengths and needs and serves as a retention management tool on hundreds of campuses nationwide.

The mid-year post-test, Mid-Year Student Assessment, follows up on individual students' concerns and serves as a mid-year checkpoint to inform campus action plans. This assessment provides comparisons to CSI-B plus mid-year readings of students' receptivity to assistance, students' usage of specific services, student satisfaction, and college completion plans.

A third instrument, the Second-Year Student Assessment, is also available to continue monitoring students' motivation levels, needs, and satisfaction into the second year.

Using the findings of these surveys, educators are able to engage students in timely conversations and to proactively connect students with key services that make a difference.

To see sample copies of these assessments, please visit [www.noellevitz.com/RMSPlus](http://www.noellevitz.com/RMSPlus).

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I have received assistance or information already.		Sample Survey Items		Mid-Year Student Assessment™		I would like to receive (additional) assistance or information.	
YES	NO					YES	NO
<input type="radio"/>	<input type="radio"/>	37	Instruction in effective ways to take college exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	38	Help in improving my study habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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