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New Student Perspectives:
Summary of Results from the
Noel-Levitz® College Student Inventory (CSI)™



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Executive Summary

This report summarizes results from the Noel-Levitz College Student Inventory (CSI), which was given to 4,128 prospective students attending New Student Orientation (NSO) for the Summer/Fall 2012 term and 1,265 for the Spring 2013 term.

Entering students have a strong desire to finish college

- More than 90% stated that they are deeply committed to achieving their educational goals and are fully prepared to make the effort and sacrifices needed in order to succeed
- Fewer than 10% stated that they dread going to school for several more years and have any thoughts of giving up

Most incoming students have some career path in mind

- About 80% of students entering Owens have identified a career that they are attracted to
- Roughly 65% have made a firm decision on a career that they are making plans around
- Only about 20% say that they are very confused about choosing an occupation to pursue

Students entering Owens have higher than average reading interest and verbal confidence

- About half of Owens entering freshmen agree that they enjoy reading for personal satisfaction and that books have broadened their horizons and stimulated their imagination
- Fewer students at Owens (32-36%) than at other two-year schools (42%) indicate a dislike of reading
- More students entering Owens say that they find it easy to learn new vocabulary words and use them in their speech (61-63%) than students at other two-year colleges (56%)
- Fewer Owens students say that they have difficulty organizing ideas in a paper and make a lot of punctuation and grammar mistakes (32-34%) than students in the national sample (38%)

Owens incoming freshmen report good study habits

- Between one-half and two-thirds of new Owens students report careful note-taking, studying, and self-discipline
- Fewer students at Owens (23-25%) than at other two-year institutions say that they get bored studying and only do so irregularly and unpredictably (29%)

Few Owens students enter with the financial resources needed to support their education

- Only approximately one-quarter to one-third of incoming Owens students state they have the financial resources needed to finish college compared to a national average of 44%
- Finances are a particular challenge for students starting in the spring, with 38% reporting that they have financial problems that are very distracting and troublesome

Students entering Owens are particularly interested in getting information about loans

- Nearly half of all incoming students to Owens say that they want to talk with someone about getting a loan for school compared with only about 30% of new students at other two-year colleges

Owens incoming freshmen have lower receptivity to academic assistance

- Roughly two-thirds of Owens incoming freshmen want help with exam skills; about half want help with study and math skills; almost 40% want tutoring or help with writing; and close to 20% want help with reading
- These percentages are approximately eight percentage points lower than their respective national averages

Owens entering freshmen have low receptivity to social enrichment

- Only about one-quarter to one-third of Owens entering students express interest in campus-related social opportunities compared with about 37-45% of students at other two-year schools
- Students under 25 have more interest in social enrichment than students over 25, but both Owens age groups are below the national average

Owens Specific Questions

- Nearly 70% of Owens incoming students experience at least occasional test anxiety
- Roughly 85% of Owens entering students feel that they have good note-taking skills
- Approximately 40% of new students at Owens have leadership qualities
- More than 80% of Owens entering freshmen feel that they have the ability to accomplish their goals
- Over 90% of incoming freshmen have a strong locus of control, understand the importance of class attendance, and feel responsible for knowing their course performance

Background

As part of a comprehensive retention effort, Owens Community College began administering a new student survey to all incoming students entering in the Spring of 2012. The survey assesses students' habits, interests, attitudes, coping strategies, and receptivity to support and is utilized as both an advising tool with individual students as well as a research tool for college-wide decision-making. As an advising tool, the survey is used to initiate discussion, helping advisors to identify student strengths, challenges, and recommendations for action. As a research tool, the instrument provides a cross-sectional portrait of students as they enter the college, which in aggregate can be used to tailor policies and programming to meet student needs. This report summarizes results from students entering during the 2012-2013 academic year, the first full academic year in which the survey was administered.

Methodology

Survey Sample

The Owens survey sample summarized in this report includes all students attending New Student Orientation (NSO) for entry to the college during the 2012-2013 Academic Year (i.e., Summer 2012, Fall 2012, and Spring 2013 terms). NSO is required for all first-time degree- or certificate-seeking students who are new to Owens and have less than nine completed transfer credit hours on file. A total of 4,128 prospective students completed the CSI for entry to Owens during the Summer 2012 and Fall 2012 semesters; 1,265 completed the survey for entry during Spring 2013. Self-reported demographic data for both entry cohorts are provided in Table 1. In addition to the Owens sample, data from a national sample of 29,801 students enrolled at two-year colleges during the Fall of 2012 is also provided. Data from the national sample were drawn from the 2013 National Freshmen Attitudes Report available on the Noel-Levitz website at <https://www.noellevitz.com/papers-research-higher-education/2013/2013-national-freshman-attitudes-report>.

Table 1. Self-Reported Demographic Characteristics of Owens and National Samples

Demographic	Owens Summer/Fall 2012	Owens Spring 2013	Two-Year National Sample
Gender			
Female	53.8%	52.3%	54.4%
Male	46.2%	47.7%	45.6%
Age			
Less than 18	7.6%	1.4%	NA
18	25.2%	12.1%	NA
19	12.8%	15.1%	NA
20 - 24	24.9%	31.3%	NA
25 - 29	11.1%	13.5%	NA
30 - 34	6.1%	8.6%	NA
35 - 39	4.3%	7.0%	NA
40 - 44	3.5%	4.6%	NA
45 and older	4.5%	6.3%	NA
Average Age	23.9	26.1	23.4
Plans to Work			
No plans to work	12.8%	15.7%	16.9%
1 - 10 hours / week	7.7%	7.2%	11.9%
11 - 20 hours / week	24.7%	19.8%	25.3%
21 - 30 hours / week	29.3%	26.6%	23.1%
31 - 40 hours / week	19.7%	24.0%	17.3%
over 40 hours / week	5.7%	6.6%	5.4%

Table 1. Continued

Demographic	Owens Summer/Fall 2012	Owens Spring 2013	Two-Year National Sample
Average High School Grades			
A	4.6%	3.3%	5.8%
B+	20.8%	18.3%	27.3%
B	17.1%	15.5%	18.0%
C+	32.9%	35.4%	32.6%
C	15.5%	16.4%	9.6%
D+	7.5%	9.1%	5.5%
D	1.4%	2.0%	1.2%
Rank of General Academic Knowledge			
Highest 20%	6.5%	7.7%	8.1%
Next Highest 20%	22.2%	21.3%	22.8%
Middle 20%	66.2%	63.4%	62.7%
Next Lowest 20%	4.5%	5.7%	5.3%
Lowest 20%	0.7%	1.9%	1.1%
Racial/Ethnic Origin			
Black/African-American	23.9%	29.6%	23.6%
American Indian or Alaskan Native	0.6%	0.8%	0.9%
Asian or Pacific Islander	1.1%	1.3%	2.3%
White/Caucasian	60.8%	54.5%	46.7%
Hispanic or Latino	6.5%	6.2%	20.6%
Multi-ethnic/racial or other origin	4.4%	4.2%	3.4%
Prefer not to respond	2.7%	3.3%	2.4%
Mother's Highest Level of Education			
8 years or less of elementary school	2.1%	2.5%	6.6%
Some high school but no diploma	12.1%	14.4%	13.6%
A high school diploma or equivalent	41.9%	44.2%	35.9%
1 to 3 years of college	26.8%	23.4%	25.8%
4-year undergraduate college degree	10.8%	9.4%	11.0%
Master's degree	4.4%	4.2%	4.4%
Professional degree	1.9%	1.8%	2.2%
Father's Highest Level of Education			
8 years or less of elementary school	4.0%	5.5%	8.5%
Some high school but no diploma	15.4%	15.8%	16.5%
A high school diploma or equivalent	48.1%	47.6%	39.2%
1 to 3 years of college	18.8%	17.3%	19.7%
4-year undergraduate college degree	7.8%	8.3%	9.1%
Master's degree	3.9%	3.3%	3.8%
Professional degree	2.1%	2.2%	2.3%

Table 1. Continued

Demographic	Owens Summer/Fall 2012	Owens Spring 2013	Two-Year National Sample
Highest Degree Sought			
None	0.4%	0.6%	0.3%
One-year certificate	3.4%	3.9%	3.3%
Two-year college degree (associates)	31.8%	32.2%	27.0%
Four-year college degree (bachelor's)	40.6%	36.0%	38.4%
Master's degree	14.2%	15.5%	17.7%
Professional degree	9.6%	11.9%	13.2%
Perceived Academic Ability			
Considerably below average	0.5%	1.9%	0.9%
Slightly below average	5.5%	7.7%	6.4%
Average	50.5%	49.2%	49.3%
Slightly above average	28.5%	27.2%	27.4%
Considerably above average	13.2%	11.9%	14.2%
Extremely high (in the top 5%)	1.6%	2.1%	1.7%
Decided to Apply for College			
Few days ago	5.2%	8.1%	5.4%
Few weeks ago	30.2%	30.8%	23.6%
Many months ago	64.6%	61.2%	71.0%

Instrument

The instrument utilized was the Noel-Levitz® College Student Inventory (CSI)™ Form B. This survey includes 100 questions that measure student attitudes on 16 different scales reflecting students academic motivation, general coping ability, and receptivity to social services: study habits, intellectual interests, verbal and writing confidence, math and science confidence, desire to finish college, attitude toward educators, sociability, family social support, opinion tolerance, career closure, sense of financial security, receptivity to academic assistance, receptivity to personal counseling, receptivity to social enrichment, receptivity to career counseling, and receptivity to financial guidance. There is also a validity scale to ensure that students are responding to the questions and not randomly selecting answers. In addition to the 100 standard scale questions, Owens also added 10 custom questions to gauge students' leadership, self-efficacy (i.e., a belief in one's capabilities to manage prospective situations and achieve goals),

locus of control (i.e., the extent to which individuals believe they can control the events that affect them), general academic confidence, perceptions, and expectations. A sample of the CSI is available at https://www.noellevitz.com/upload/Student_Retention/RMS/Samples/RMSFormBEnglishOnlineSample.pdf and Owens local option questions are provided in Appendix A.

Procedure

The CSI was administered as a web survey in a group computer lab to all students attending required New Student Orientation (NSO). The survey took approximately 20-30 minutes for students to complete. Following completion of the survey, students were given an individualized survey report, describing their strengths, challenges, and recommended actions for success. An example of the student survey report can be found online at https://www.noellevitz.com/upload/Student_Retention/RMS/Samples/FormB-Student.pdf.

Results

Standardized Questions

Results described in this report reflect the responses of students who attended NSO for entry to the college during the 2012-2013 Academic Year (i.e., Summer 2012, Fall 2012, and Spring 2013 terms). Since summer and fall NSO sessions are held concurrently, data for these entry terms are presented together. Students' campus was not captured on the survey, so results are only presented in aggregate.

Table 2 summarizes the percent of respondents from each Owens entry term and from a national sample of students at other two-year colleges who answered in agreement with survey questions comprising each scale (i.e., defined as a response code of 5, 6, or 7 on a 7-point scale where 1 = Not at all true and 7 = Completely true). Owens percentages that differ from the national sample by 5 percentage points or more are bolded green if they reflect more of the scale characteristic and bolded red if they reflect less of the scale characteristic. Result highlights are summarized below.

Entering students have a strong desire to finish college

Much like their peers at other two-year colleges, incoming Owens students express a strong determination to finish college. More than 90% stated that they are deeply committed to achieving their educational goals and are fully prepared to make the effort and sacrifices needed in order to succeed. Fewer than 10% stated that they dread going to school for several more years and have any thoughts of giving up.

Most incoming students have some career path in mind

Like most two-year students, about 80% of students entering Owens have identified a career that they are attracted to and 65% have made a firm decision on a career that they are making plans around. Only about 20% say that they are very confused about choosing an occupation to pursue.

Students entering Owens have higher than average reading interest and verbal confidence

About half of Owens entering freshmen agree that they enjoy reading for personal satisfaction and that books have broadened their horizons and stimulated their imagination. Fewer students at Owens (32-36%) than at other two-year schools (42%) indicate a dislike of reading.

Similarly, more students entering Owens say that they find it easy to learn new vocabulary words and use them

in their speech (61-63%) than students at other two-year colleges (56%). Moreover, fewer Owens students say that they have difficulty organizing ideas in a paper and make a lot of punctuation and grammar mistakes (32-34%) than students in the national sample (38%).

Owens incoming freshmen report good study habits

Between one-half and two-thirds of entering Owens students report good study habits, including careful note-taking, studying, and self-discipline. At the same time, fewer students at Owens (23-25%) than at other two-year institutions say that they get bored studying and only do so irregularly and unpredictably (29%).

Few Owens students enter with the financial resources to support their education

Only approximately one-quarter to one-third of incoming Owens students state they have the financial resources needed to finish college. This compares with a national average of 44%. Finances are a particular challenge for students starting in the spring, with 38% reporting that they have financial problems that are very distracting and troublesome.

Students entering Owens are particularly interested in getting information about loans

Nearly half of all incoming students to Owens say that they want to talk with someone about getting a loan for school. This compares with only about 30% of new students at other two-year colleges.

Owens incoming freshmen have lower receptivity to academic assistance

Roughly two-thirds of Owens incoming freshmen want help with exam skills; half want help with study and math skills; close to 40% want tutoring or help with writing; and about 20% want help with reading. These percentages are approximately eight percentage points lower than their respective national averages.

Owens entering freshmen have low receptivity to social enrichment

Only about one-quarter to one-third of Owens entering students express interest in campus-related social opportunities, such as meeting new friends, joining a club, or participating in activities. This compares with about 37-45% of students at other two-year schools. Although incoming students of traditional age (under 25 years) have slightly more interest than those of a non-traditional college-going age (25 years and over), both age groups fall below the national average (see Table 3).

Table 2. Percentage of respondents from each Owens entry term and from a national comparison group answering in agreement with survey questions on each scale.

Survey Scales & Related Questions	Owens Summer/Fall 2012	Owens Spring 2013	Two-Year National Sample
Desire to finish college			
I have a very strong desire to continue my education, and I am quite determined to finish a degree.	93.2%	93.4%	93.6%
I am very strongly dedicated to finishing college--no matter what obstacles get in my way.	94.0%	93.4%	93.8%
I am deeply committed to my educational goals, and I'm fully prepared to make the effort and sacrifices that will be needed to attain them.	90.0%	90.8%	89.9%
Of all the things I could do at this point in my life, going to college is definitely the most satisfying.	82.4%	85.9%	83.6%
I often wonder if a college education is really worth all the time, money, and effort that I'm being asked to spend on it.	15.3%	15.6%	19.1%
I can think of many things I would rather do than go to college.	11.0%	10.2%	13.0%
I wish that society did not put so much pressure on people to go to college, as I'd really rather be doing other things at this point in my life.	10.3%	10.2%	12.6%
I dread the thought of going to school for several more years, and there is a part of me that would like to give up the whole thing.	7.9%	8.1%	11.6%
Attitude toward educators			
The teachers I had in school respected me as a person and treated me fairly.	77.1%	77.1%	77.9%
Most of my teachers have been very caring and dedicated.	70.2%	68.3%	79.5%
I liked my teachers, and I feel they did a good job.	70.6%	69.3%	73.8%
Most teachers have a superior attitude that I find very annoying.	14.3%	11.8%	15.2%
Most of the teachers I had in school were too opinionated and inflexible.	14.6%	16.9%	18.6%
In my opinion, many teachers are more concerned about themselves than they are about their students.	13.8%	11.0%	13.5%
Intellectual Interests			
Over the years, books have broadened my horizons and stimulated my imagination.	50.5%	53.1%	50.3%
I get a great deal of personal satisfaction from reading.	48.0%	53.6%	47.6%
I don't enjoy reading serious books and articles, and I only do it when I have to.	35.8%	32.3%	42.2%
Books have never gotten me very excited.	38.4%	34.9%	42.2%

*Owens percentages that differ from the national sample by 5 percentage points or more are bolded **green** if they reflect more of the scale characteristic and bolded **red** if they reflect less of the scale characteristic.

Table 2. Continued

Survey Scales & Related Questions	Owens Summer/Fall 2012	Owens Spring 2013	Two-Year National Sample
Study Habits			
I take very careful notes during class, and I review them thoroughly before a test.	66.3%	69.2%	66.2%
I study very hard for all my courses, even those I don't like.	60.7%	65.8%	63.3%
I have developed a solid system of self-discipline, which helps me keep up with my schoolwork.	55.0%	55.7%	56.8%
My studying is very irregular and unpredictable.	27.7%	27.7%	32.9%
When I try to study, I usually get bored and quit after a few minutes.	25.2%	22.8%	28.9%
I have great difficulty concentrating on schoolwork, and I often get behind.	22.2%	23.9%	26.6%
Math and science confidence			
I have a very good grasp of the scientific ideas I've studied in school.	38.5%	39.6%	40.1%
I have a hard time understanding and solving complex math problems.	50.5%	53.5%	52.0%
Math has always been a challenge for me.	51.0%	53.8%	55.0%
I have always enjoyed the challenge of trying to solve complex math problems.	31.9%	32.7%	34.0%
I have a very good understanding of general biology (e.g., cell structure, metabolism, genetics, and the circulatory system).	33.4%	32.2%	35.5%
My understanding of the physical sciences is very weak.	27.4%	26.6%	29.2%
Verbal confidence			
I am capable of writing a very clear and well-organized paper.	57.5%	55.6%	54.4%
I pick up new vocabulary words quickly, and I find it easy to use them in my speech and writing.	60.9%	62.7%	56.2%
I am very good at figuring out the deeper meaning of a short story or novel.	51.4%	54.0%	50.4%
I have difficulty organizing my ideas in a paper, and I tend to make a lot of punctuation and grammar mistakes.	32.4%	33.5%	38.2%
In English classes, I've had difficulty analyzing an author's style and theme.	23.9%	24.4%	28.8%
Learning new vocabulary words is a slow and difficult process for me.	13.7%	13.5%	19.5%
Career closure			
I have found a potential career that strongly attracts me.	79.6%	79.6%	80.9%
I have made a firm decision to enter a certain occupation and have begun planning my life around that decision.	64.2%	64.7%	68.5%
I become very confused when I try to choose an occupation.	20.4%	20.9%	23.0%
I am very confused about what occupation to pursue.	18.2%	19.1%	19.7%

Table 2. Continued

Survey Scales & Related Questions	Owens Summer/Fall 2012	Owens Spring 2013	Two-Year National Sample
Family emotional support			
When I was a child, my parents usually understood me, respected my judgment, and treated me in ways that helped me grow.	70.0%	64.3%	69.8%
My family and I communicated very well when I was young, and we had a good understanding of each other's point of view.	59.9%	57.3%	61.4%
My family had one way of looking at me when I was a child, and they didn't understand my feelings very well.	18.2%	20.4%	21.0%
When I was a child, the other members of my family often said hurtful things that caused unpleasant feelings.	15.5%	16.5%	17.5%
Sense of financial security			
I have the financial resources that I need to finish college.	34.2%	27.8%	44.2%
I don't have any financial problems that will interfere with my schoolwork.	32.2%	27.3%	37.0%
I have financial problems that are very distracting and troublesome.	29.8%	37.8%	32.4%
I am in a bad financial position, and the pressure to earn extra money will probably interfere with my studies.	16.6%	18.5%	19.1%
Sociability			
I greatly enjoy getting together with a crowd of people and having fun.	71.6%	67.2%	73.1%
I am very adventurous and outgoing at social gatherings.	52.9%	51.9%	54.8%
Participating in large social gatherings is of little interest to me.	32.5%	34.2%	32.7%
It is hard for me to relax and just have fun with a group of people.	10.8%	14.6%	13.6%
Opinion tolerance			
I get along well with people who disagree with my opinion openly.	65.0%	65.7%	61.4%
I can feel comfortable with someone who thinks quite differently than I do on major social issues.	63.5%	65.8%	61.7%
I find it easy to be friends with people whose political ideas differ sharply from my own.	56.9%	55.3%	55.4%
When someone's opinions strongly disagree with my own, I tend to develop unfriendly feelings and to avoid close contact with the person.	8.4%	8.7%	12.1%
I feel uneasy and distrustful toward people whose way of thinking is quite dissimilar to my own.	6.4%	7.3%	9.7%
Because they irritate me, I tend to stay away from people whose ideas are quite different from my own.	8.2%	8.5%	11.1%

Table 2. Continued

Survey Scales & Related Questions	Owens Summer/Fall 2012	Owens Spring 2013	Two-Year National Sample
Receptivity to academic assistance			
I would like to receive some instruction in the most effective ways to take college exams.	69.1%	67.7%	74.9%
I would like to receive some help in improving my study habits.	55.5%	54.6%	61.9%
I would like to receive some individual help in improving my math skills.	53.0%	56.7%	55.6%
I would like to receive some individual help in improving my writing skills.	36.3%	38.7%	46.2%
I would like to receive tutoring in one or more of my courses.	38.3%	40.6%	42.7%
I would like to receive some training to improve my reading skills.	21.8%	21.6%	30.4%
Receptivity to career counseling			
I would like some help selecting an educational plan that will prepare me to get a good job.	62.1%	61.3%	63.2%
I would like to talk with someone about the qualifications needed for certain occupations.	62.2%	59.5%	61.3%
I would like to talk with someone about the salaries and future outlook for various occupations.	49.4%	47.0%	51.1%
I would like to talk with someone about the advantages and disadvantages of various occupations.	41.5%	38.6%	43.2%
I would like some help selecting an occupation that is well suited to my interests and abilities.	40.8%	43.1%	44.2%
Receptivity to financial guidance			
I would like to talk to someone about getting a scholarship.	53.3%	55.5%	58.4%
I would like to talk to someone about getting a part-time job during the regular school year.	41.4%	38.9%	42.0%
I would like to talk to someone about the opportunities available for summer employment.	40.3%	42.1%	44.1%
I would like to talk with someone about getting a loan to help me through school.	46.2%	50.1%	31.2%
Receptivity to personal counseling			
I would like to talk with a counselor about my general attitude toward school.	15.8%	17.9%	20.2%
I would like to talk with a counselor about some difficulties in my personal relationships or social life.	8.5%	11.3%	12.1%
I would like to talk with a counselor about eliminating an unwanted habit (involving food, drugs, cigarettes, or alcohol, etc.).	8.2%	10.5%	11.6%
I would like to talk with a counselor about some emotional tensions that are bothering me.	6.3%	8.8%	9.2%
I would like to talk with a counselor about some feelings of discouragement or unhappy thoughts that keep bothering me.	6.5%	7.4%	9.2%
I would like to talk with a counselor about some family problems.	5.1%	6.1%	7.3%

Table 2. Continued

Survey Scales & Related Questions	Owens Summer/Fall 2012	Owens Spring 2013	Two-Year National Sample
Receptivity to social enrichment			
I would like to attend an informal gathering where I can meet some new friends.	35.1%	29.4%	43.8%
I would like to find out more about the clubs and social organizations at my college.	38.5%	34.2%	44.6%
I would like to find out more about student government and the various student activities on campus.	30.3%	26.6%	37.5%
I would like to meet an experienced student who can show me around and give me some advice.	42.3%	36.6%	41.7%
Desire to transfer			
I have no desire to transfer to another school before finishing a degree at this college or university.	45.5%	49.6%	46.3%
I plan to transfer to another school before completing a degree at this college or university.	22.6%	17.1%	27.1%

Table 3. Percentage of traditional and non-traditional respondents from each Owens entry term and from a national comparison group answering in agreement with receptivity to social enrichment questions.

Survey Scales & Related Questions	Owens Summer/Fall 2012		Owens Spring 2013		Two-Year National Sample	
	Under 25	25 and Over	Under 25	25 and Over	Under 25	25 and Over
Receptivity to social enrichment						
I would like to attend an informal gathering where I can meet some new friends.	36.8%	30.8%	29.6%	29.0%	40.4%	40.4%
I would like to find out more about the clubs and social organizations at my college.	42.2%	28.4%	37.5%	29.2%	47.5%	36.1%
I would like to find out more about student government and the various student activities on campus.	31.8%	26.2%	28.9%	23.1%	38.5%	34.5%
I would like to meet an experienced student who can show me around and give me some advice.	43.5%	38.2%	38.1%	34.3%	42.9%	38.4%

Owens Specific Local Option Questions

In addition to the 100 standardized questions on the CSI summarized above, Owens also asked 10 additional local option questions to tap students’ attitudes, perceptions, and behaviors regarding the difficulty of Owens courses, the difficulty of online courses, class attendance, leadership, note-taking skills, self-efficacy, locus of control, and responsibility for knowing about academic progress and late or missing work. Table 4 includes the percentage of Owens respondents answering in agreement to each local option question. Local option questions were on a scale from 1 (Completely True) to 5 (Completely Not True) and “agreement” was defined as a response of 4 or 5. Because these questions were developed by Owens, no national comparison data are available. Result highlights are included to the right.

- Nearly 70% of Owens incoming students experience at least occasional test anxiety
- Roughly 85% of Owens entering students feel that they have good note-taking skills
- Approximately 40% of new students at Owens have leadership qualities
- More than 80% of Owens entering freshmen feel that they have the ability to accomplish their goals
- Over 90% of incoming freshmen have a strong locus of control, understand the importance of class attendance, and feel responsible for knowing their course performance

Table 4. Percentage of Owens respondents from each entry term answering in agreement with each local option question.

Topic	Local Option Question	Owens Summer/Fall 2012	Owens Spring 2013
Perception of Owens Difficulty	Classes at Owens are just as easy/hard as at other colleges and universities.	43.6%	42.9%
Test Anxiety	I rarely get nervous during an exam and find it difficult to concentrate.	29.7%	31.2%
Class Attendance	It is important to attend class regularly to earn a good grade.	95.9%	93.9%
Notification of Academic Progress	It is my responsibility to find out how I am doing in a class.	96.5%	95.7%
Notification of Late/Missing Work	It is my responsibility to find out if I have late or missing work.	97.1%	96.3%
Perception of Online Course Difficulty	Online courses are just as easy/hard as classroom-based courses.	34.3%	36.2%
Locus of Control	Persistence and hard work usually lead to success.	94.1%	94.1%
Self-Efficacy	When I set my mind to something, I keep working at it until it is finished.	82.6%	83.7%
Leadership	When I'm doing something with a group of people, they often turn to me as the group's natural leader.	38.7%	39.4%
Note-Taking Skills	When taking notes in class, I often get confused and can't keep up.	13.4%	13.9%

Conclusions

Overall, Owens students enter with a deep commitment to their educational goals, some career ideas in mind, and strong reported intellectual interests, verbal confidence, study habits, note-taking skills, self-efficacy, locus of control, and sense of responsibility. A good percentage (roughly 40%) also display leadership characteristics. Despite these strengths, a high percentage experience test anxiety and very few feel they have the financial resources necessary to support their educational goals. As a means of dealing with this second challenge, a higher than average proportion of Owens freshmen desire information about student loans, which can saddle them with enormous debt and may be difficult for many to ever pay back. At the same time, Owens

entering students are less receptive than students at other two-year institutions to the academic assistance and social enrichment opportunities that may help them to be successful. To foster the success that these eager new students so greatly desire, it will be important to capitalize on their unique strengths and help them to navigate their distinct challenges both early and regularly throughout their academic career at Owens.

Data Limitations

Twenty-two percent of individuals who attended NSO for the Summer/Fall 2012 term and an unknown percentage who attended for Spring 2013 had not yet enrolled at the time that this report was prepared. Therefore, results reflect the views of both new students and a small proportion of prospective students.

Appendix A

Noel-Levitz CSI Owens Local Option Questions

1. Owens Easy/Hard: Classes at Owens are just as easy/hard as at other colleges and universities.
2. Test Anxiety: I rarely get nervous during an exam and find it difficult to concentrate.
3. Class Attendance: It is important to attend class regularly to earn a good grade.
4. Notification of Academic Progress: It is my responsibility to find out how I am doing in a class.
5. Notification of Late or Missing Work: It is my responsibility to find out if I have late or missing work.
6. Online Easy/Hard: Online courses are just as easy/hard as classroom-based courses.
7. Locus of Control: Persistence and hard work usually lead to success.
8. Self-Efficacy: When I set my mind to something, I keep working at it until it is finished.
9. Leadership: When I'm doing something with a group of people, they often turn to me as the group's natural leader.
10. Note Taking: When taking notes in class, I often get confused and can't keep up.