

CSFI Student Survey

Fall 2008 and Spring 2009 Cohort

Background

The College Success Factors Index (CSFI) was administered to students since Spring 2007; the current report looks at an overall CSFI score, as well as eight subscales, for Fall 2008 and Spring 2009 responses. *A higher score indicates negative performance on the CSFI* (e.g., higher risk, lower preparedness). The following are descriptions of each of the subscales.

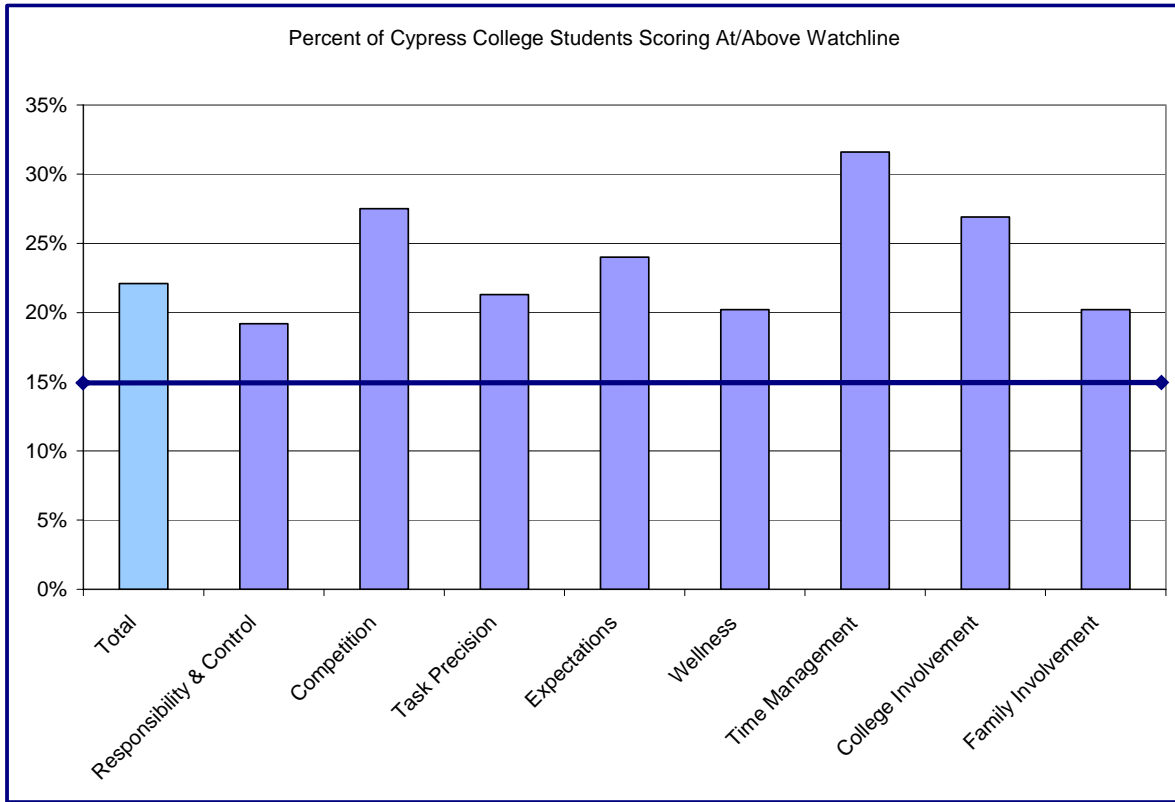
- *Responsibility & Control* (Control)- lower scores describe understanding and meeting responsibility, and an internal locus of control
- *Competition*- lower scores indicate assertiveness in competition, including competing with one's own prior success and own expectations
- *Task Precision* (Precision)- lower scores relate to persistence in tasks (follow-through on goals) and being detail-oriented
- *Expectations*- lower scores are indicative of having goals in assignments, course, knowledge-development, and one's career
- *Wellness*- higher scores are related to more depression, anxiety, and stress
- *Time Management* (Time)- lower scores indicate efficient use of time, planning ahead, and meeting deadlines
- *College Involvement* (College)- lower scores relate to participating in extracurricular activities, and having friendships with students and interactions with faculty
- *Family Involvement* (Family)- lower scores indicate parental expectations of success, parents' value of education, parental interest and praise, as well as parental education level

Cypress College Students

One standard deviation above the mean of the normed sample is considered above the "watchline" for either a subscale or the overall score. On average, 15 out of 100 students will be above this line (or 15% of the sample); high scores above the watchline can be used to target interventions for individual students, as well as used by institutions to determine the risk areas for the majority of their students.

Scale	Norm Means	Cypress Means	Watchline	% of Cypress Sample Scoring At/Above Watchline
Total	173	178	202	22.1%
Responsibility & Control	21	22	25	19.2%
Competition	20	21	24	27.5%
Task Precision	20	21	24	21.3%
Expectations	21	22	25	24.0%
Wellness	24	24	28	20.2%
Time Management	22	24	26	31.6%
College Involvement	23	24	27	26.9%
Family Involvement	19	19	23	20.2%

Students in our sample scored within one point of the CSFI nationally normed sample on all subscales, except for Time Management, as shown in the table above. Time management seems to be the biggest challenge for Cypress College students. Regarding the watchline, none of the Cypress College means were in this risk zone, although there were individual student scores above the watchline. Indeed, more than the expected 15% of the sample scored above the watchline on every subscale and the total index (see table or chart).



Performance Indicators

- As an institution, Cypress College students score reasonably well on the CSFI, although 20-30% of individual students have problems with specific success factors.
- GPA predicts CSFI scores (and CSFI scores predict GPA) for several subscales (Task Precision, Time Management, and College Involvement) and the total scale. Scoring below the watchline (not at risk) on the same subscales was also related to higher GPAs. *Improving students' academic behaviors and expectancies (especially as related to being precise, managing their time, and being involved on campus) may improve their GPA.*
- In general, persistence to the following spring term was unrelated to the CSFI.

Conclusion

CSFI results may be useful for counselors and instructors when identifying a student's academic strengths and weaknesses. Improving on specific skills related to academic success (particularly being precise, managing time, and being involved on campus) will likely improve a student's GPA.