

The present report has been designed to further enhance the usefulness of the Retention Management System™ (RMS) in retention management. It contains two sections.

The first section presents a statistical summary of your students' responses. The section begins with a report of the means for all the major CSI scales related to Form B. Because these data are in the form of percentiles based on a national sample, you readily determine how your students compare to the national norm (which is 50th percentile on each scale). The data are represented separately for females, males, and all students combined. The remainder of the summary section reports a variety of more detailed information of special interest, such as the average high school grade point average and the percentage of students planning to complete a degree.

The second section presents a series of lists of students having special needs. One of the lists, for example, contains information about students with high scores on dropout proneness. In addition to providing the names of the students and their scores on the primary criterion, each list also reports the information related to the list's general theme. Thus, the dropout list gives the students' scores on predicted academic difficulty and receptivity to institutional help. In this way, each list presents a combination of data that is uniquely valuable in working with a particular aspect of retention management.

Please note: All of your students' data are included in the first few pages of this Summary and Planning Report - including the statistical summary of scales, demographic information, and recommendations for action. However, in the subsequent outreach lists, the names and data of students who responded "No" to the last item of the CSI are not included. For example, the data of students who responded "No" to the last item of the CSI would not be included in such lists as: "Students needing academic assistance," or "Students with high dropout proneness." The last page of this summary report lists all of the students included in the data set, and indicates which of them have requested more limited sharing of their data.

All numerical data in the lists are in the form of percentiles except where otherwise indicated. Because different institutions have different needs and strategies, the cutoff point for including students on a list has been set at a moderately selective, rather than highly selective, level. This gives you the flexibility in adapting the lists to fit your specific needs. Thus, a full list will typically contain approximately 35% of all students taking the CSI at your institution, which will enable you to identify students with both marginal and severe needs. But if you wish to focus primarily on students with very high level of need, you can readily do so by circling the names of the students with the highest scores on the criterion. You may find it most effective to work with a full list in some areas and with a shortened list in others. The lists are explained in further detail in the RMS Coordinator's Guide™ and the RMS Advisor's Guide™.

Print date of this Summary and Planning Report: 05/03/2006

Batches and groups compiled in this Summary and Planning Report:

BATCH: Fall 2005

Comprised of these groups:

- Math 114 Section 9
- Math 114 Section 14
- Math 114 Section 28
- Math 112 Section 3
- Math 112 Section 5
- Math 210 Section 1
- Math 210 Section 5
- Math 114 Section 13

BATCH: Winter 2006

Comprised of these groups:

- MATH210.01
- MATH210.09
- MATH210.21
- MATH210.25
- MATH112.05
- MATH112.06
- MATH114.07
- MATH114.08
- MATH114.14
- MATH114.21
- MATH049A03
- MATH210.28

Retention Management System™ - Form B
Summary and Planning Report for De Anza College

CSI Completion Date: 09/27/2005 to 05/03/2006

MATH112.09

BATCH: Spring 2006

Comprised of these groups:

MATH112.01

MATH112.05

MATH114.07

MATH114.08

MATH114.22

MATH114.26

MATH210.27

Primary Sample Statistics	N	%	Local Means on Major Scales	Section A		
				Females	Males	Total
Number of Females	431	52.1				
Number of Males	396	47.9				
Number Not Reporting Gender	0	0.0				
Total Number of Students	827	100.0				
Summary Observations						
			Dropout Proneness	74.8	79.2	76.9
			Predicted Academic Difficulty	62.8	67.8	65.2
			Educational Stress	51.5	62.9	56.9
			Receptivity to Institutional Help	55.8	58.4	57.1
Academic Motivation						
			Study Habits	55.5	42.9	49.5
			Intellectual Interests	61.4	50.0	55.9
			Verbal Confidence	60.1	55.2	57.7
			Math and Science Confidence	35.2	41.8	38.4
			Desire to Finish College	52.6	38.5	45.8
			Attitude Towards Educators	50.3	43.4	47.0
General Coping Scales						
			Sociability	54.8	55.5	55.1
			Family Emotional Support	48.3	47.3	47.8
			Opinion Tolerance	52.6	46.7	49.8
			Career Closure	50.7	40.9	46.0
			Sense of Financial Security	49.5	48.8	49.2
Receptivity Scales						
			Academic Assistance	57.6	57.1	57.4
			Personal Counseling	62.4	63.9	63.1
			Social Enrichment	45.1	47.5	46.3
			Career Counseling	57.1	61.0	59.0
			Financial Guidance	48.9	50.4	49.6
Supplementary Scales						
			Internal Validity	6.9	6.9	6.9

Note: The statistics for all scales except internal validity were computed from percentile scores. For all of the scales, the national norm is the 50th percentile. High scores indicate levels of the characteristic described in the scale name (e.g. a high score on desire to finish college means that the group was above the average in desire to finish college). The statistics for internal validity were computed from raw scores (ranging from 0 to 7).

Section A

Plans to Work	N	%
0 hrs/wk	139	16.8
1-10 hrs/wk	113	13.7
11-20 hrs/wk	230	27.8
21-30 hrs/wk	211	25.5
31-40 hrs/wk	106	12.8
40+ hrs/wk	28	3.4

High School GPA	N	%
A	33	4.0
B+	186	22.5
B	175	21.2
C+	286	34.6
C	92	11.1
D+	44	5.3
D	11	1.3

General Academic Knowledge	N	%
Highest 20%	81	9.0
Next highest 20%	188	22.0
Middle 20%	503	60.0
Next lowest 20%	50	6.0
Lowest 20%	5	0.0

Racial/Ethnic Origin	N	%
Black/African American	52	6.3
American Indian/Alaskan	8	1.0
Asian or Pacific Islander	237	28.7
White/Caucasian	209	25.3
Hispanic or Latino	181	21.9
Other	74	8.9
Prefers not to respond	65	7.9

Mother's Highest Level of Education	N	%
Elementary school	75	9.1
Some high school	87	10.5
High school diploma	218	26.4
1 to 3 years of college	229	27.7
4-year (bachelor's) degree	146	17.7
Master's degree	65	7.9
Doctoral degree	7	0.8
Prefers not to respond	0	0.0

Father's Highest Level of Education	N	%
Elementary school	84	10.2
Some high school	90	10.9
High school diploma	169	20.4
1 to 3 years of college	192	23.2
4-year (bachelor's) degree	172	20.8
Master's degree	91	11.0
Doctoral degree	29	3.5
Prefers not to respond	0	0.0

Highest Degree Sought	N	%
None	6	0.7
1-year certificate	2	0.2
2-year college degree (associate's)	75	9.1
4-year college degree (bachelor's)	357	43.2
Master's degree	259	31.3
Doctoral degree	128	15.5

Perceived Academic Ability	N	%
Considerably below average	7	0.8
Slightly below average	54	6.5
Average	382	46.2
Slightly above average	240	29.0
Considerably above average	131	15.8
Extremely high (in the top 5%)	13	1.6

Decision to Apply to College	N	%
Few days before	35	4.2
Few weeks before	168	20.3
Many months before	624	75.5

The strength of each recommendation is indicated by its mean priority score: (0 = low; 10 = high)

Recommendations By Type	Mean Priority Scores
Get help with exam skills	6.96
Get help with study habits	6.77
Get help with writing skills	6.43
Get help with basic math skills	6.78
Get help with reading skills	6.34
Get tutoring in selected areas	6.06
Discuss unhappy feelings with counselor	6.41
Discuss an unwanted habit with counselor	5.52
Discuss attitude toward school with counselor	5.41
Discuss emotional tensions with counselor	5.32
Discuss family problems with counselor	5.45
Discuss dating and social life with counselor	5.50
Discuss the qualifications for occupations	6.99
Discuss job market for college graduates	6.76
Get help in selecting an occupation	6.56
Get help in selecting an academic program	6.48
Discuss adv/disadvantages of occupations	6.41
Get help in finding a part-time job	5.10
Get help in obtaining a loan	5.28
Get help in obtaining a scholarship	5.93
Get help in finding a summer job	5.19
Get help in meeting new friends	5.71
Get information about student activities	5.23
Get advice and tour from experienced student	5.24
Get information about fraternities/sororities	4.99

By Mean Priority Score	Mean Priority Scores
Discuss the qualifications for occupations	6.99
Get help with exam skills	6.96
Get help with basic math skills	6.78
Get help with study habits	6.77
Discuss job market for college graduates	6.76
Get help in selecting an occupation	6.56
Get help in selecting an academic program	6.48
Get help with writing skills	6.43
Discuss unhappy feelings with counselor	6.41
Discuss adv/disadvantages of occupations	6.41
Get help with reading skills	6.34
Get tutoring in selected areas	6.06
Get help in obtaining a scholarship	5.93
Get help in meeting new friends	5.71
Discuss an unwanted habit with counselor	5.52
Discuss dating and social life with counselor	5.50
Discuss family problems with counselor	5.45
Discuss attitude toward school with counselor	5.41
Discuss emotional tensions with counselor	5.32
Get help in obtaining a loan	5.28
Get advice and tour from experienced student	5.24
Get information about student activities	5.23
Get help in finding a summer job	5.19
Get help in finding a part-time job	5.10
Get information about fraternities/sororities	4.99