College Student Inventory™ - Form B
Summary and Planning Report for Sample College
CSI Completion Date: MM/DD/YYYY to MM/DD/YYYY

This report is an excerpt from the full Summary and Planning Report and contains statistical data and specific recommendations for selected students. No outreach lists of student names are within.

This report has been designed to provide information on the aggregate data available from the cohort of students who have completed the College Student Inventory (CSI) in this survey administration. It contains three parts.

The first part shows the distribution of students by gender (female, male, other) who completed the CSI. It also shows, if applicable, the status (Military/Veteran, International, International/Military/Veteran) of students who completed the CSI.

The second (Section A) provides a statistical summary of your students' responses beginning with a report of the means for all of the major CSI scales. Because these data are in the form of percentiles based on a national sample (by type of institution), you can readily determine how your students compare to the national norm (which is 50th percentile for each scale). The data are represented separately for females, males, and all students combined. The last column shows the percentage of students who meet the risk threshold of 80th percentile or higher for dropout proneness/overall risk, predicted academic difficulty and educational stress and the percentage of students who are in the 65th percentile or higher for the receptivity scales.

Section B focuses on the students and their requests for assistance. The first column shows the results (mean scores and percentage of students requesting assistance) by type of request (academic assistance, personal counseling, etc.). The second column orders the requests for assistance by the highest percentage to the lowest.
Additional information is provided in the CSI Coordinator's Guide™, the CSI Advisor's Guide™, and the CSI Resource Guide™ found at the RMS Plus Client Community site.

For other sorting or filtering options that allow you to define different parameters for your data, consider the Retention Data Center filtering capabilities prior to retrieving Summary Results. You may also find options in the "Export Data" area or review of the "Summary Observations with Receptivity" helpful when analyzing aggregate data.

Print date of this Summary and Planning Report: MM/DD/YYYY

Survey administration(s) included in this Summary and Planning Report:

Form B 2-Year S&P

Section A

Primary Sample Statistics	N	%
Number of Females	167	67.9
Number of Males	77	31.3
Other	2	0.8
Total Number of Students	246	100.0

Status	N	%
International	2	0.8
Military/Veteran	3	1.2
Not Applicable	241	98.0

Local Means on Major Scales	Females	Males	Total	% of Students with: Risk or Receptivity for Assistance
Summary Observations				
Overall Risk Index	51.7	57.1	53.4	9%
Predicted Academic Difficulty	54.1	58.5	55.5	28%
Educational Stress	39.7	52.7	43.8	16%
Receptivity to Institutional Help	56.3	55.4	56.0	28%
Academic Motivation Scales				
Study Habits	58.0	41.6	52.8	
Reading Interests	51.1	47.7	50.0	
Verbal and Writing Confidence	52.7	46.5	50.7	
Math and Science Confidence	57.7	65.2	60.1	
Commitment to College	57.4	42.5	52.7	
Interactions with Previous Teachers	64.6	58.1	62.5	
General Coping Scales				
Social Engagement	54.1	48.9	52.4	
Family Support	59.2	57.3	58.6	
Capacity for Tolerance	61.0	58.2	60.1	
Career Plans	61.9	46.0	56.9	
Financial Security	57.1	52.3	55.6	
Receptivity Scales				
Academic Assistance	55.1	48.5	53.0	36%
Personal Counseling	54.3	57.7	55.4	43%
Social Engagement	60.8	54.6	58.8	46%
Career Guidance	52.7	57.4	54.2	41%
Financial Guidance	51.4	52.1	51.6	35%
Supplemental Scales				
Internal Validity	7.0	6.8	6.9	

Note: The means 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 in Commitment to College means that the group was above the average in Commitment to College). The statistics for internal validity were computed from raw scores (ranging from 0 to 7). The percentages reported for the summary observation scales were calculated based on the percentage of students whose scores are in the 80th percentile or higher. The percentages reported for the receptivity scales are those students whose scores are in the 65th percentile or higher.

Section A

Plans to Work	N	%
0 (I have no plans to work)	35	14.2
1 to 10 hours per week	40	16.3
11 to 20 hours per week	59	24.0
21 to 30 hours per week	56	22.8
31 to 40 hours per week	44	17.9
over 40 hours per week	12	4.9

High School GPA	N	%
A	31	12.6
B+	98	39.8
B	32	13.0
C+	63	25.6
C	14	5.7
D+	8	3.3
D	0	0.0

General Academic Knowledge	N	%
Highest 20%	16	6.5
Next Highest 20%	75	30.5
Middle 20%	149	60.6
Next Lowest 20%	4	1.6
Lowest 20%	2	0.8

Racial/Ethnic Origin	N	%
Black/African-American	52	21.1
American Indian or Alaskan Native	8	3.3
Asian or Pacific Islander	0	0.0
White/Caucasian	100	40.7
Hispanic or Latino	78	31.7
Multiethnic or other ethnic origin	6	2.4
Prefer not to respond	2	0.8

Mother's/Guardian's Highest Level of Education	N	%
8 years or less of elementary school	33	13.4
some high school but no diploma	34	13.8
a high school diploma or equivalent	76	30.9
1 to 3 years of college (including study at a technical, community, or junior college)	61	24.8
a 4-year undergraduate college degree (bachelor's degree)	30	12.2
a master's degree	6	2.4
a professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	3	1.2

Father's/Guardian's Highest Level of Education	N	%
8 years or less of elementary school	51	20.7
some high school but no diploma	50	20.3
a high school diploma or equivalent	96	39.0
1 to 3 years of college (including study at a technical, community, or junior college)	28	11.4
a 4-year undergraduate college degree (bachelor's degree)	15	6.1
a master's degree	5	2.0
a professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	1	0.4

Highest Degree Sought	N	%
none	0	0.0
a 1-year certificate	1	0.4
a 2-year college degree (associate)	64	26.0
a 4-year college degree (bachelor's)	125	50.8
a master's degree	27	11.0
a professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	29	11.8

Perceived Academic Ability	N	%
Considerably below average	1	0.4
Slightly below average	12	4.9
Average	114	46.3
Slightly above average	78	31.7
Considerably above average	40	16.3
Extremely high (in the top 5%)	1	0.4

Decision to Apply to College	N	%
Few days before	16	6.5
Few weeks before	43	17.5
Many months before	187	76.0

High Desire to Transfer	N	%
80th percentile or above	48	19.5

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

Section B

Recommendations

By Type	Mean Priority Scores	% of Students Requesting Assistance	By Percent of Students Requesting Assistance	Mean Priority Scores	% of Students Requesting Assistance
Get help with exam skills	6.55	70%	Get help with study habits	6.61	71%
Get help with study habits	6.61	71%	Get help with exam skills	6.55	70%
Get help with writing skills	6.14	61%	Get help in selecting an academic program	6.34	63%
Get help with basic math skills	6.00	53%	Discuss the qualifications for careers	6.28	63%
Get tutoring in selected areas	5.67	50%	Get help with writing skills	6.14	61%
Get help with reading skills	5.94	54%	Get help in selecting a career	5.99	56%
Discuss attitude toward school with counselor	5.25	18%	Discuss job market for college graduates	6.03	56%
Discuss an unwanted habit with counselor	5.02	26%	Discuss advantages/disadvantages of careers	5.95	56%
Discuss personal relationships and social life with counselor	5.00	30%	Get help with reading skills	5.94	54%
			Get help in meeting new friends	5.97	53%
Discuss family problems with counselor	4.80	25%	Get help with basic math skills	6.00	53%
Discuss emotional tensions with counselor	5.04	31%	Get information about clubs and social organizations	5.73	50%
Discuss unhappy feelings with counselor	4.97	29%	Get tutoring in selected areas	5.67	50%
Discuss the qualifications for careers	6.28	63%	Get information about student activities	5.66	48%
Get help in selecting an academic program	6.34	63%	Get help in obtaining a scholarship	5.58	48%
Discuss job market for college graduates	6.03	56%	Get advice from an experienced student	5.57	46%
Get help in selecting a career	5.99	56%	Get help in finding a summer job	5.11	41%
Discuss advantages/disadvantages of careers	5.95	56%	Get help in finding a part-time job	5.01	36%
Get help in finding a part-time job	5.01	36%	Get help in obtaining a loan	4.80	33%
Get help in obtaining a loan	4.80	33%	Discuss emotional tensions with counselor	5.04	31%
Get help in obtaining a scholarship	5.58	48%	Discuss personal relationships and social life with counselor	5.00	30%
Get help in finding a summer job	5.11	41%			
Get help in meeting new friends	5.97	53%	Discuss unhappy feelings with counselor	4.97	29%
Get information about student activities	5.66	48%	Discuss an unwanted habit with counselor	5.02	26%
Get advice from an experienced student	5.57	46%	Discuss family problems with counselor	4.80	25%
Get information about clubs and social organizations	5.73	50%	Discuss attitude toward school with counselor	5.25	18%

Note: The percentage score is based on the number of students whose request for assistance on each item was 6 or higher (in a range of 1-10).
Items in the shaded area represent the top ten requests.