

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 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: 08/15/2023

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

CSI 2023-24

Primary Sample Statistics			N	%
Number of Female			256	61.5
Number of Male			157	37.7
Number of Genderqueer; neither exclusively male nor female			3	0.7
Total Number of Students			416	100.0

Status	N	%
International	18	4.3
International, Military/Veteran	1	0.2
Military/Veteran	7	1.7
Not Applicable	390	93.8

Section A

Local Means on Major Scales	Females	Males	Total	% of Students with: Risk or Receptivity for Assistance
Summary Observations				
Overall Risk Index	52.3	62.0	56.0	24%
Predicted Academic Difficulty	51.2	51.9	51.5	18%
Educational Stress	64.1	68.1	65.6	38%
Receptivity to Institutional Help	75.9	70.3	73.7	49%
Academic Motivation Scales				
Study Habits	51.7	46.8	49.8	
Reading Interests	56.0	46.4	52.4	
Verbal and Writing Confidence	52.9	46.3	50.4	
Math and Science Confidence	48.6	45.7	47.5	
Commitment to College	45.6	35.0	41.6	
Interactions with Previous Teachers	40.4	35.8	38.7	
General Coping Scales				
Social Engagement	46.4	41.6	44.6	
Family Support	38.9	45.8	41.5	
Capacity for Tolerance	46.5	42.6	45.0	
Career Plans	62.2	49.5	57.4	
Financial Security	52.6	49.3	51.4	
Receptivity Scales				
Academic Assistance	69.9	66.5	68.6	63%
Personal Counseling	73.5	75.2	74.2	70%
Social Engagement	74.3	62.9	70.0	60%
Career Guidance	65.1	61.5	63.7	53%
Financial Guidance	65.5	59.3	63.2	52%
Supplemental Scales				
Internal Validity	6.9	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			Racial/Ethnic Origin			Highest Degree Sought		
	N	%		N	%		N	%
0 (I have no plans to work)	126	30.3	Black/African-American	386	92.8	None	0	0.0
1 to 10 hours per week	92	22.1	American Indian or Alaskan Native	1	0.2	A 1-year certificate	1	0.2
11 to 20 hours per week	135	32.5	Asian or Pacific Islander	0	0.0	A 2-year college degree (associate)	4	1.0
21 to 30 hours per week	46	11.1	White/Caucasian	4	1.0	A 4-year college degree (bachelor's)	225	54.1
31 to 40 hours per week	16	3.8	Hispanic or Latino	2	0.5	A master's degree	75	18.0
over 40 hours per week	1	0.2	Multiethnic or other ethnic origin	20	4.8	A professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	92	22.1
			Prefer not to respond	3	0.7	I am not sure of my plans at this time.	19	4.6
High School GPA			Parent1's/Guardian's Highest Level of Education			Perceived Academic Ability		
	N	%		N	%		N	%
A	61	14.7	8 years or less of elementary school	3	0.7	Considerably below average	3	0.7
B+	210	50.5	Some high school but no diploma	24	5.8	Slightly below average	15	3.6
B	43	10.3	A high school diploma or equivalent	127	30.5	Average	165	39.7
C+	88	21.2	1 to 3 years of college (including study at a technical, community, or junior college)	113	27.2	Slightly above average	129	31.0
C	12	2.9	A 4-year undergraduate college degree (bachelor's degree)	66	15.9	Considerably above average	96	23.1
D+	1	0.2	A master's degree	64	15.4	Extremely high (in the top 5%)	8	1.9
D	1	0.2	A professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	19	4.6	Decision to Apply to College		
			Parent2's/Guardian's Highest Level of Education				N	%
			8 years or less of elementary school	6	1.4	Few days before	14	3.4
			Some high school but no diploma	54	13.0	Few weeks before	48	11.5
			A high school diploma or equivalent	182	43.8	Many months before	354	85.1
			1 to 3 years of college (including study at a technical, community, or junior college)	73	17.5	High Desire to Transfer		
			A 4-year undergraduate college degree (bachelor's degree)	57	13.7		N	%
			A master's degree	28	6.7	80th percentile or above	106	25.5
			A professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	7	1.7			
General Academic Knowledge								
	N	%						
Highest 20%	58	13.9						
Next Highest 20%	127	30.5						
Middle 20%	217	52.2						
Next Lowest 20%	11	2.6						
Lowest 20%	3	0.7						

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	7.20	85%	Get help in meeting new friends	7.45	89%
Get help with study habits	7.26	86%	Get information about clubs and social organizations	7.38	88%
Get help with writing skills	6.80	74%	Discuss the qualifications for careers	7.37	87%
Get help with basic math skills	6.95	79%	Get advice from an experienced student	7.37	87%
Get tutoring in selected areas	6.98	80%	Get help in selecting an academic program	7.34	86%
Get help with reading skills	6.74	73%	Get help with study habits	7.26	86%
Discuss attitude toward school with counselor	6.83	54%	Get help with exam skills	7.20	85%
Discuss an unwanted habit with counselor	6.24	54%	Get information about student activities	7.26	85%
Discuss personal relationships and social life with counselor	6.61	67%	Discuss advantages/disadvantages of careers	7.13	83%
Discuss family problems with counselor	6.13	52%	Discuss job market for college graduates	7.21	82%
Discuss emotional tensions with counselor	6.57	64%	Get tutoring in selected areas	6.98	80%
Discuss unhappy feelings with counselor	6.53	64%	Get help in selecting a career	7.07	79%
Discuss the qualifications for careers	7.37	87%	Get help with basic math skills	6.95	79%
Get help in selecting an academic program	7.34	86%	Get help with writing skills	6.80	74%
Discuss job market for college graduates	7.21	82%	Get help in obtaining a scholarship	6.74	73%
Get help in selecting a career	7.07	79%	Get help with reading skills	6.74	73%
Discuss advantages/disadvantages of careers	7.13	83%	Discuss personal relationships and social life with counselor	6.61	67%
Get help in finding a part-time job	6.31	63%	Discuss emotional tensions with counselor	6.57	64%
Get help in obtaining a loan	5.73	49%	Discuss unhappy feelings with counselor	6.53	64%
Get help in obtaining a scholarship	6.74	73%	Get help in finding a part-time job	6.31	63%
Get help in finding a summer job	6.38	62%	Get help in finding a summer job	6.38	62%
Get help in meeting new friends	7.45	89%	Discuss attitude toward school with counselor	6.83	54%
Get information about student activities	7.26	85%	Discuss an unwanted habit with counselor	6.24	54%
Get advice from an experienced student	7.37	87%	Discuss family problems with counselor	6.13	52%
Get information about clubs and social organizations	7.38	88%	Get help in obtaining a loan	5.73	49%

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.