



Interpretation of the CSI Form B Report

RMS

Updated 2025

Student Report

College Student Inventory™

Sample College

Student Report

Jane Smith, ID#

Student Status: Not Applicable

Gender: Female, Age: 19
as of Month Day Year

Instructions

Jane, this is an interpretive report of your responses to the College Student Inventory. Its purpose is to help you identify your special interests and needs. The percentile ranks show how you compare to a larger sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than yours. Since they are based on questionnaire information alone, they may give only a rough indication of your true attitudes. Your advisor or counselor will help you understand your scores and find the services you desire.

Your Motivational Assessment				About You		
Academic Motivation		Perc. Rank	Very Low	Very High	High School Academics	
Study Habits	58				Senior Year GPA	A Average
Reading Interests	75				Family Background	
Verbal and Writing Confidence	61				Racial/Ethnic Origin	Hispanic or Latino
Math and Science Confidence	3				Parent1's/Guardian's Education	Professional
Commitment to College	3				Parent2's/Guardian's Education	Bachelor's
Interactions with Previous Teachers	66				College Experience	
General Coping					Decision to Enroll	Few Weeks Before
Social Engagement	50				Degree Sought	I am not sure of my plans at this time.
Family Support	99				Plans to Work	1-10 Hours per Week
Capacity for Tolerance	57					
Career Plans	3					
Financial Security	45					
Receptivity to Support Services						
Academic Assistance	74					
Personal Counseling	36					
Social Engagement	69					
Career Guidance	94					
Financial Guidance	70					
Internal Validity		Excellent				
Your Personal Success Plan						
The strength of your recommendations is indicated by its priority score(0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):						
Discuss job market for college graduates			8.9			
Discuss the qualifications for careers			8.9			
Get help in selecting a career			8.9			
Get help in selecting an academic program			8.9			
Get help in finding a summer job			8.9			
Get help in obtaining a scholarship			8.9			
Get help with basic math skills			8.7			
Discuss advantages/disadvantages of careers			8.5			
Get information about clubs and social organizations			8.3			
Get help with exam skills			8.2			
Notice						
Students may request that their report be removed from your file at anytime.						

Coordinator Report

College Student Inventory™

Sample College

Jane Smith, ID#
 Student Status: Not Applicable
 Gender: Female, Age: 19
 as of Month Day Year

Coordinator Report

Instructions

This is a report of Jane's College Student Inventory results. Please give her a thorough explanation of her Student Report. If you agree with the recommendations, gently encourage her to follow them. When possible, try to make the arrangements yourself as a way of reducing motivational barriers. Avoid attempting any psychological counseling if not professionally trained for such work. Above all, be sure to protect the confidentiality of this report. Please see the CSI Advisor's Guide™ for more details.

Summary Observations*

Summary scores are expressed on a stanine scale:
 1 = very low, 5 = average, 9 = very high

Overall Risk Index	4
Predicted Academic Difficulty	4
Educational Stress	4
Receptivity to Institutional Help	7

For greater detail, see Motivational Assessment

Student Background Information

High School Academics

Senior Year GPA A Average

Family Background

Racial/Ethnic Origin Hispanic or Latino
 Parent1's/Guardian's Education Professional
 Parent2's/Guardian's Education Bachelor's

College Experience

Decision to Enroll Few Weeks Before
 Degree Sought I am not sure of my plans at this time.
 Plans to Work 1-10 Hours per Week

Grouping Fields*

Other Indications*

Desires to transfer

Motivational Assessment

Academic Motivation	Perc. Rank	Very Low	Very High
Study Habits	58		
Reading Interests	75		
Verbal and Writing Confidence	61		
Math and Science Confidence	3		
Commitment to College	3		
Interactions with Previous Teachers	66		
General Coping			
Social Engagement	50		
Family Support	99		
Capacity for Tolerance	57		
Career Plans	3		
Financial Security	45		
Receptivity to Support Services			
Academic Assistance	74		
Personal Counseling	36		
Social Engagement	69		
Career Guidance	94		
Financial Guidance	70		

Internal Validity Excellent

Personal Success Plan for Jane

The strength of the top 7 recommendations is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

Discuss job market for college graduates	8.9
Discuss the qualifications for careers	8.9
Get help in selecting a career	8.9
Get help in selecting an academic program	8.9
Get help in finding a summer job	8.9
Get help in obtaining a scholarship	8.9
Get help with basic math skills	8.7

Notice

Students may request that their report be removed from your file at anytime.

*This information is not shown on the student's copy.

Advisor/Counselor Report

College Student Inventory™

Sample College

Advisor/Counselor Report

Jane Smith, ID#

Student Status: Not Applicable

Gender: Female, Age: 19

Month Day Year

Instructions

This is a report of Jane's College Student Inventory results. Please give her a thorough explanation of her Student Report. If you agree with the recommendations, gently encourage her to follow them. When possible, try to make the arrangements yourself as a way of reducing motivational barriers. Avoid attempting any psychological counseling if not professionally trained for such work. Above all, be sure to protect the confidentiality of this report. Please see the CSI Advisor's Guide™ for more details.

Motivational Assessment				Student Background Information	
Academic Motivation Study Habits 58 Reading Interests 75 Verbal and Writing Confidence 61 Math and Science Confidence 3 Commitment to College 3 Interactions with Previous Teachers 66				High School Academics Senior Year GPA A Average	
General Coping Social Engagement 50 Family Support 99 Capacity for Tolerance 57 Career Plans 3 Financial Security 45				Family Background Racial/Ethnic Origin Hispanic or Latino Parent1's/Guardian's Education Professional Parent2's/Guardian's Education Bachelor's	
Receptivity to Support Services Academic Assistance 74 Personal Counseling 36 Social Engagement 69 Career Guidance 94 Financial Guidance 70				College Experience Decision to Enroll Few Weeks Before Degree Sought I am not sure of my plans at this time. Plans to Work 1-10 Hours per Week	
Internal Validity Excellent				Grouping Fields*	
Personal Success Plan for Jane The strength of each recommendation is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):				Notice Students may request that their report be removed from your file at anytime.	
Discuss job market for college graduates 8.9 Discuss the qualifications for careers 8.9 Get help in selecting a career 8.9 Get help in selecting an academic program 8.9 Get help in finding a summer job 8.9 Get help in obtaining a scholarship 8.9 Get help with basic math skills 8.7 Discuss advantages/disadvantages of careers 8.5 Get information about clubs and social organizations 8.3 Get help with exam skills 8.2				Other Indications* Desires to transfer	
				*This information is not shown on the student's copy.	

Preparing for the Student-Advisor Conference

We strongly recommend that the advisor become familiar with the student's CSI profile in advance of their conference meeting with the student. The advisor should use the Advisor/Counselor Report to prepare for the meeting and then switch to the Student Report for the discussion itself. The following five questions are a helpful guide for reviewing the report:

1. What are the student's major strengths?
2. What are the potential barriers the student must overcome to be successful?
3. What areas should be discussed with the student?
4. What cautions would you exercise in interviewing the student?
5. What recommendations would you make to the student?

Student Background Information

The student, Jane Smith, is a Hispanic or Latino, 19-year-old female in her first term of college. She held an A average her senior year of high school. Jane may be able to draw upon the experience of her parents who attended college to guide her through the college process.

Jane made the decision to attend this college a few weeks prior to her actual enrollment. She is unsure of her degree plans at this time. Her intention is to work 1-10 hours per week. Each of these points provides an opportunity for additional inquiry during the advisor's meeting with Jane.

Summary of Academic Motivation (Seen only on the Coordinator's Report)

The summary observation scales provide a summarized stanine score of the risk and receptivity factors presented throughout the student's results. Jane's summary scores on overall risk index, predicted academic difficulty and educational stress are all 4 on a 9-point scale. A score of 5 or higher would indicate a higher level of risk and need for assistance in any of these three areas. A score of 5 or higher for the receptivity to institutional help scale is a positive indicator. Jane's score of 7 for the receptivity to institutional help scale reflects her recognition of a need for assistance and an increased likelihood of accepting help from her institution as a method of early intervention.

Motivational Assessment

The Motivational Assessment section of the report includes academic motivation, general coping and receptivity scales. Interpretation of these scales is based on a 50th percentile norm. Any scale(s) showing a score above 50 means that the student scored higher than the national norm for that particular scale. Any scale(s) with a score below 50 means the students scored lower than the national norm for that scale. Based on these criteria, Jane has many areas of strength as well as some areas of concern. Most importantly, she is highly receptive to assistance in four out of five support service areas which indicates strong potential for successful intervention.

Jane's strengths within the academic motivation section include high self-reported reading interests (75th percentile) and a relatively high interaction with previous teachers (66th percentile). In the area of general coping, Jane shows a very high level of family support (99th percentile) which is an important factor in making the transition from high school to college.

Potential opportunities for support are indicated by low scores in math and science confidence (3rd percentile) and commitment to college (3rd percentile), which warrant attention if the GPA of “A” from high school is to be maintained. Jane’s high receptivity to academic assistance is a positive point of consideration and encouragement when the advisor discusses these scores. Jane simply wants/needs to be connected with the right services to achieve her goals for success in college.

Getting Jane connected to career guidance should be a top priority since she has an extremely low career plans score (3rd percentile) and a high receptivity to career guidance (94th percentile). Checking in with her to determine whether or not she has selected a major field of study, or has interests in a particular area, would be advisable as a starting point.

Jane’s general coping score of 45th percentile for sense of financial security should prompt the advisor to get Jane connected with the financial aid office or a financial counselor in the support services area, especially since she indicates a high receptivity to financial guidance (70th percentile). Additional points for discussion include the 1-10 hours per week she currently plans to work and the impact of these work hours on increasing her level of financial security.

Finally, working toward increasing Jane’s commitment to college (3rd percentile) should be an overall goal of the intervention. While she has strong receptivity scores and low overall risk, the seed of doubt indicated by this low score should not be overlooked. Consider using career guidance with the goal of helping her better define her academic plans as an impetus for strengthening Jane’s commitment to college.

Specific Recommendations

The top 6 prioritized recommendations listed at the bottom of the left side of the report indicate a strong theme for career and financial guidance. Career support-focused recommendations include, i.e., Discuss job market for college graduates (8.9), Discuss the qualifications for careers (8.9), Get help in selecting a career (8.9), and Get help in selecting an academic program (8.9). Recommendations highlighting a need for financial guidance include Get help in finding a summer job (8.9) and Get help in obtaining a scholarship (8.9). These recommendations are consistent with the challenges observed in the academic motivation and general coping areas of Jane’s report.

The remaining recommendation speaks to Jane’s academic needs: Get help with basic math skills (8.7). This is priority recommendation points to Jane’s score on math and science confidence (3rd percentile) as well as her high receptivity to academic assistance (74th percentile).

Upon meeting with the student, put away the Coordinator Report and Advisor/Counselor Report and work exclusively from the Student Report. The student should never be given access to any report other than their own individual Student Report.

Establish Rapport

When beginning a meeting to discuss her report results, take a few minutes to establish rapport and to inquire of Jane’s day and experience in college thus far. Then, remind her of the College Student Inventory and its goal of helping students “to get started right” on the path to college. Explain that each student’s self-reported responses generated a report, which you will discuss as a means of becoming acquainted and introducing her to campus services.

Discuss Background Information

Direct Jane's attention to the right side of the student report and provide a basic summary of her background information. Inquire how it is that she decided upon this college and what initially motivated her to enroll. Begin to explore how she is planning to balance her work schedule (1-10 hours per week) with her course and study load.

Explore Strengths and Challenges

Then, moving to the left side of the report, focus on Jane's many strengths outlined above. Emphasize that all individuals have strengths and a few areas that might create obstacles if not addressed. This is a good time to "connect the dots" for Jane as you point to the value of her strong receptivity to academic assistance (74th percentile), career guidance (94th percentile), and financial guidance (70th percentile) in expediting intervention for the areas of need indicated in her academic motivation and general coping skills. Also, the specific recommendations are in sync with Jane's specific need for help with career plans and finances.

Goal Setting and Action Steps

Upon conclusion of the meeting, engage in a goal-setting exercise with Jane. Encourage her to commit to two or three of the recommendations for action. Provide resource options, connecting Jane to a name associated with each service she needs. Also, create a feedback loop so that she provides feedback to you regarding the services she receives. This will help to establish greater commitment to the intervention which can lead to greater commitment to college.

Throughout the conversation, remember to keep Jane engaged and cognizant that there are no "right answers" to the CSI, per se. Rather, this report is a means of getting to know her better, and in a meaningful way, early in the term. By proactively connecting her, and other incoming students, with relevant campus services, a mutually affirming situation becomes likely for both Jane and the institution. It is also important to avoid attempting any psychological counseling if not professionally trained for such work.

"The success of the student and the success of the institution are inseparable."