

**Summary and Planning Report for Sample University**

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:**

Sample Form B S&P

Primary Sample Statistics	N	%
Number of Females	227	57.6
Number of Males	167	42.4
Total Number of Students	394	100.0

Status	N	%
Not Applicable	394	100.0

## Section A

Local Means on Major Scales	Females	Males	Total	% of Students with: Risk or Receptivity for Assistance
<b>Summary Observations</b>				
Dropout Proneness	39.1	49.7	43.6	14%
Predicted Academic Difficulty	33.9	42.0	37.4	9%
Educational Stress	51.0	57.7	53.8	24%
Receptivity to Institutional Help	55.8	57.9	56.7	27%
<b>Academic Motivation Scales</b>				
Study Habits	55.9	42.6	50.3	
Reading Interests	65.9	48.3	58.4	
Verbal and Writing Confidence	58.1	47.8	53.7	
Math and Science Confidence	55.8	59.6	57.4	
Commitment to College	50.0	38.1	45.0	
Interactions with Previous Teachers	54.7	49.6	52.6	
<b>General Coping Scales</b>				
Social Engagement	46.5	47.5	46.9	
Family Support	45.5	52.5	48.5	
Capacity for Tolerance	56.4	57.0	56.6	
Career Plans	49.2	38.2	44.6	
Financial Security	45.0	48.3	46.4	
<b>Receptivity Scales</b>				
Academic Assistance	55.8	58.9	57.1	42%
Personal Counseling	58.6	60.5	59.4	48%
Social Engagement	57.5	50.0	54.3	38%
Career Guidance	52.8	60.2	55.9	47%
Financial Guidance	47.7	50.2	48.7	30%
<b>Supplemental Scales</b>				
Internal Validity	7.0	6.9	7.0	

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)	61	15.5
1 to 10 hours per week	189	48.0
11 to 20 hours per week	120	30.5
21 to 30 hours per week	24	6.1
31 to 40 hours per week	0	0.0
over 40 hours per week	0	0.0

## High School GPA

	N	%
A	150	38.1
B+	142	36.0
B	65	16.5
C+	29	7.4
C	6	1.5
D+	2	0.5
D	0	0.0

## General Academic Knowledge

	N	%
Highest 20%	103	26.1
Next Highest 20%	159	40.4
Middle 20%	126	32.0
Next Lowest 20%	6	1.5
Lowest 20%	0	0.0

## Racial/Ethnic Origin

	N	%
Black/African-American	32	8.1
American Indian or Alaskan Native	1	0.3
Asian or Pacific Islander	22	5.6
White/Caucasian	278	70.6
Hispanic or Latino	35	8.9
Multiethnic or other ethnic origin	23	5.8
Prefer not to respond	3	0.8

## Mother's/Guardian's Highest Level of Education

	N	%
8 years or less of elementary school	6	1.5
some high school but no diploma	16	4.1
a high school diploma or equivalent	70	17.8
1 to 3 years of college (including study at a technical, community, or junior college)	101	25.6
a 4-year undergraduate college degree (bachelor's degree)	127	32.2
a master's degree	58	14.7
a professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	15	3.8

## Father's/Guardian's Highest Level of Education

	N	%
8 years or less of elementary school	10	2.5
some high school but no diploma	17	4.3
a high school diploma or equivalent	94	23.9
1 to 3 years of college (including study at a technical, community, or junior college)	76	19.3
a 4-year undergraduate college degree (bachelor's degree)	103	26.1
a master's degree	54	13.7
a professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	35	8.9

## Highest Degree Sought

	N	%
none	0	0.0
a 1-year certificate	0	0.0
a 2-year college degree (associate)	3	0.8
a 4-year college degree (bachelor's)	120	30.5
a master's degree	128	32.5
a professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	143	36.3

## Perceived Academic Ability

	N	%
Considerably below average	1	0.3
Slightly below average	11	2.8
Average	82	20.8
Slightly above average	159	40.4
Considerably above average	127	32.2
Extremely high (in the top 5%)	14	3.6

## Decision to Apply to College

	N	%
Few days before	5	1.3
Few weeks before	34	8.6
Many months before	355	90.1

## High Desire to Transfer

	N	%
80th percentile or above	69	17.5

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	6.52	65%	Get help in selecting an academic program	6.81	76%
Get help with study habits	6.51	65%	Discuss the qualifications for careers	6.72	74%
Get help with writing skills	6.29	59%	Get help in meeting new friends	6.64	71%
Get help with basic math skills	6.04	52%	Discuss job market for college graduates	6.48	66%
Get tutoring in selected areas	6.33	59%	Get help in selecting a career	6.49	65%
Get help with reading skills	5.88	51%	Get help with study habits	6.51	65%
Discuss attitude toward school with counselor	5.60	22%	Get help with exam skills	6.52	65%
Discuss an unwanted habit with counselor	5.22	30%	Get information about clubs and social organizations	6.44	64%
Discuss personal relationships and social life with counselor	5.51	39%	Discuss advantages/disadvantages of careers	6.35	63%
Discuss family problems with counselor	5.19	29%	Get help with writing skills	6.29	59%
Discuss emotional tensions with counselor	5.54	39%	Get tutoring in selected areas	6.33	59%
Discuss unhappy feelings with counselor	5.43	33%	Get information about student activities	6.18	57%
Discuss the qualifications for careers	6.72	74%	Get advice from an experienced student	6.06	55%
Get help in selecting an academic program	6.81	76%	Get help in obtaining a scholarship	6.09	53%
Discuss job market for college graduates	6.48	66%	Get help with basic math skills	6.04	52%
Get help in selecting a career	6.49	65%	Get help with reading skills	5.88	51%
Discuss advantages/disadvantages of careers	6.35	63%	Get help in finding a summer job	5.79	46%
Get help in finding a part-time job	5.72	46%	Get help in finding a part-time job	5.72	46%
Get help in obtaining a loan	5.08	32%	Discuss emotional tensions with counselor	5.54	39%
Get help in obtaining a scholarship	6.09	53%	Discuss personal relationships and social life with counselor	5.51	39%
Get help in finding a summer job	5.79	46%	Discuss unhappy feelings with counselor	5.43	33%
Get help in meeting new friends	6.64	71%	Get help in obtaining a loan	5.08	32%
Get information about student activities	6.18	57%	Discuss an unwanted habit with counselor	5.22	30%
Get advice from an experienced student	6.06	55%	Discuss family problems with counselor	5.19	29%
Get information about clubs and social organizations	6.44	64%	Discuss attitude toward school with counselor	5.60	22%

**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.