

## Interpretation of a CSI Form B Report (for a four-year college or university)

College Student Inventory™

**Shane Doe**  
**Student Report**

CSI Form B Sample Report

**Shane Doe**  
Male, Age 19, ID#2345678  
Sample College  
Month DD, YYYY

### Instructions

Shane, 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

	Perc. Rank	Very Low	Very High
<b>Academic Motivation</b>			
Study Habits	10		
Reading Interests	4		
Verbal and Writing Confidence	33		
Math and Science Confidence	90		
Commitment to College	31		
Interactions with Previous Teachers	72		
<b>General Coping</b>			
Social Engagement	26		
Family Support	70		
Capacity for Tolerance	92		
Career Plans	40		
Financial Security	18		
<b>Receptivity to Support Services</b>			
Academic Assistance	76		
Personal Counseling	29		
Social Engagement	24		
Career Guidance	61		
Financial Guidance	81		

**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):

Get help with study habits	8.8
Get help with exam skills	8.3
Get help in finding a part-time job	8.2
Get help in obtaining a scholarship	8.2
Get help with writing skills	8.0
Get tutoring in selected areas	8.0
Get help in selecting an academic program	7.9
Get help in selecting an occupation	7.9
Get help with reading skills	7.9
Get help in finding a summer job	7.8

### About You

#### High School Academics

Senior Year GPA B Average

#### Family Background

Racial/Ethnic Origin White/Caucasian

Mother's/Guardian's Education Some College

Father's/Guardian's Education Professional

#### College Experience

Decision to Enroll Many Months Before

Degree Sought Bachelor's

Plans to Work 11-20 Hours per Week

### Notice

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

Part of the Retention Management System *Plus*™ from Ruffalo Noel-Levitz

College Student Inventory™  
**Advisor/Counselor Report**

## CSI Form B Sample Report

**Shane Doe**  
 Male, Age 19, ID#2345678  
 Sample College  
 Month DD, YYYY

### Instructions

This is a report of Shane's College Student Inventory results. Please give him a thorough explanation of his Student Report. If you agree with the recommendations, gently encourage him 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

Academic Motivation	Perc. Rank	Very Low	Very High
Study Habits	10		
Reading Interests	4		
Verbal and Writing Confidence	33		
Math and Science Confidence	90		
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<b>General Coping</b>			
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Financial Security	18		
<b>Receptivity to Support Services</b>			
Academic Assistance	76		
Personal Counseling	29		
Social Engagement	24		
Career Guidance	61		
Financial Guidance	18		

### Internal Validity

Excellent

### Personal Success Plan for Shane

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):

Get help with study habits	8.8
Get help with exam skills	8.3
Get help in finding a part-time job	8.2
Get help in obtaining a scholarship	8.2
Get help with writing skills	8.0
Get tutoring in selected areas	8.0
Get help in selecting an academic program	7.9
Get help in selecting an occupation	7.9
Get help with reading skills	7.9
Get help in finding a summer job	7.8

### Student Background Information

#### High School Academics

Senior Year GPA B Average

#### Family Background

Racial/Ethnic Origin White/Caucasian

Mother's/Guardian's Education Some College

Father's/Guardian's Education Professional

#### College Experience

Decision to Enroll Many Months Before

Degree Sought Bachelor's

Plans to Work 11-20 Hours per Week

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College Student Inventory™

**Coordinator Report****CSI Form B Sample Report**

**Shane Doe**  
 Male, Age 19, ID#2345678  
 Sample College  
 Month DD, YYYY

**Instructions**

This is a report of Shane's College Student Inventory results. Please give him a thorough explanation of his Student Report. If you agree with the recommendations, gently encourage him 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

Dropout Proneness	6
Predicted Academic Difficulty	6
Educational Stress	5
Receptivity to Institutional Help	5

For greater detail, see Motivational Assessment

**Motivational Assessment**

	Perc. Rank	Very Low	Very High
<b>Academic Motivation</b>			
Study Habits	10		
Reading Interests	4		
Verbal and Writing Confidence	33		
Math and Science Confidence	90		
Commitment to College	31		
Interactions with Previous Teachers	72		
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Social Engagement	26		
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Financial Security	18		
<b>Receptivity to Support Services</b>			
Academic Assistance	76		
Personal Counseling	29		
Social Engagement	24		
Career Guidance	61		
Financial Guidance	81		

**Internal Validity**

Excellent

**Specific Recommendations for Shane**

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):

Get help with study habits	8.8
Get help with exam skills	8.3
Get help in finding a part-time job	8.2
Get help in obtaining a scholarship	8.2
Get help with writing skills	8.0
Get tutoring in selected areas	8.0
Get help in selecting an academic program	7.9

**Student Background Information****High School Academics**

Senior Year GPA      B Average

**Family Background**

Racial/Ethnic Origin      White/Caucasian  
 Mother's/Guardian's Education      Some College  
 Father's/Guardian's Education      Professional

**College Experience**

Decision to Enroll      Many Months Before  
 Degree Sought      Bachelor's  
 Plans to Work      11-20 Hours per Week

**Notice**

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

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

Part of the Retention Management System *Plus*™ from Noel-Levitz

## Preparing for the Student-Advisor Conference

It is important that the advisor become familiar with the student's CSI profile before the interview. The advisor should use the Coordinator Report or the Advisor/Counselor Report to prepare for the interview, and then switch to the Student Report for the interview itself. The following five questions are helpful in guiding the review of the profile:

1. What are the student's major strengths?
2. What are the 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 described in Profile B (Shane Doe) is a white, 19-year-old male in his first term of college. His grades in high school were slightly above average with a B. Shane is able to draw upon the experience of his parents who attended college to guide him through the college process.

Shane made the decision to attend this college many months in advance of his actual enrollment. His academic goal is to attain a bachelor's degree and work 11-20 hour per week.

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

Shane's score on dropout proneness score and predicted academic difficulty are both 6 on a 9-point scale, indicating some need for attention. He also has moderate scores on educational stress and receptivity to assistance (5 on a 9-point scale), all which point to early intervention which would be advisable for him.

## Motivation Assessment

Shane has many areas of strength as well as some areas of concern. Most importantly, this student is highly receptive to assistance in three of five areas, indicating strong potential for successful intervention(s).

Among Shane's strengths in the academic motivation are: high self-reported math and science confidence (90th percentile) and a high interaction with previous teachers (72nd percentile). In the area of coping, Shane indicates relatively high family support (70th percentile) and high capacity for tolerance (92nd percentile), both important ingredients for making the academic and social transitions from high school to college.

These strengths are countered by some very low academic motivation scores in reading interest (4th percentile) and study habits (10th percentile), which warrant attention if the GPA of "B" from high school is to be maintained. Shane's high receptivity to academic assistance is a bonus when the advisor discusses these scores – he simply wants/needs to be connected with the right services.

The relatively low general coping score of 18th percentile for sense of financial security should be addressed to prevent Shane from increasing his work hours beyond the 11-20 hours per week he currently plans. Also, the economic environment should prompt the advisor to get Shane connected with the financial aid office or a financial counselor in the support services area, especially since he indicates a high receptivity to financial guidance (81st percentile).

Getting Shane connected to career information should be a priority as well, since he has a moderate career plans score (40th percentile) but a high receptivity to career guidance (61st percentile). Checking in with him to determine whether or not he has selected a major field of study would be advisable, as a starting point.

Finally, working toward increasing Shane's commitment to college (31st percentile) should be an overall goal of the intervention. While he has some very strong factors working in his favor, the seed of doubt created by this moderately low score should not be overlooked. Consider using career counseling as an impetus for strengthening Shane's commitment to college.

### Specific Recommendations

The top four recommendations listed at the bottom of the left side of the report indicate a high need for academic assistance and financial help, i.e., help with study habits (8.8) and exam skills (8.3) and help in finding a part-time job and obtaining scholarships (both at 8.2). These recommendations are consistent with the challenges observed in Shane's academic motivation and general coping skills.

The remaining recommendations continue to speak to Shane's academic needs: get help with writing, tutoring, and selecting an academic program. These were likely triggered by Shane's score on verbal and writing confidence (33rd percentile) and low study habits (10th percentile), as well as high receptivity to academic assistance (76th percentile).

Upon meeting with the student, put away the Coordinator Report and Advisor/Counselor Report and work exclusively from the Student Report.

### Establish Rapport

Take a few minutes to establish rapport and to inquire of Shane's day and experience in college thus far. Then, remind him 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 him to campus services.

### Discuss Background Information

Direct Shane's attention to the right side of the student report and summarize basic background information. Inquire how it is that he decided upon this college and what initially motivated him to enroll. Begin to explore how he is planning to balance his work schedule (11-20 hours per week) with his course and study load.

### Explore Strengths and Challenges

Then, moving to the left side of the report, focus on Shane's many strengths, including considerable family support (70th percentile), strong capacity for tolerance (92nd percentile), and high math and science confidence (90th percentile), as well as a super interaction with previous teachers (72nd percentile). Remind Shane of his good fortune of having a strong family support system and great interaction with previous educators (72nd percentile) and tolerance for the opinions of others (92nd percentile).

Stress that all individuals have strengths and a few areas that might create obstacles if not addressed. Ask about his study habits (10th percentile) and reading interests (4th percentile) and how these have the potential to impact his academic performance going forward. This is a good time to "connect the dots" for Shane as you point to the value of his strong receptivity to academic assistance (76th percentile), career guidance (61st percentile), and financial guidance (81st percentile) in expediting intervention for the areas



of need indicated in his academic motivation and general coping skills. Also, the specific recommendations are in sync with Shane's specific need for help with academics and finances.

### Goal-Setting and Action Steps

Upon conclusion of the meeting, engage in a goal-setting exercise with Shane. Encourage him to commit to two or three of the recommendations for action. Allow him to choose one or two, and you be prepared to recommend one that he might not deem as urgent as you know it to be. For example, it is likely that he would choose recommendations related to study habits and finances, while you could help him make the connection between the selection of a program of study and career exploration.

Be as specific with the interventions as possible, connecting Shane to a name associated with each service he needs. Also, create a feedback loop so that he provides feedback to you regarding the services he receives. This help to establish greater commitment to the intervention.

Throughout the conversation, remember to keep Shane engaged and cognizant that there are no "right answers" to the CSI, per se. Rather, this report is a means of getting to know him better, and in a meaningful way, early in the term. By proactively connecting him, and other incoming students, with relevant campus services, a mutually affirming situation becomes likely for both Shane and the institution.

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