



College Student Inventory™ & Mid-Year Student Assessment™

Individual Reports and Scale Descriptions



The CSI Individual Reports

The College Student Inventory (CSI) is the initial survey among the Retention Management System™ suite of assessments. Most students complete the inventory during orientation, or before or during the first few weeks of classes. Individual reports are immediately available and accessible via the Retention Data Center upon each student's completion of the inventory.

- **Student Report**—Shows students their academic and non-academic strengths, needs, and top 10 priorities for assistance on the first page. The report also includes a Written Interpretation section (not included in the other CSI reports), which provides 2-3 pages of narrative about the student's results. Your campus coordinator may have inserted information about campus services and contact information in the Written Interpretation section on the report.
- **Advisor/Counselor Report**—Provides details to make advising/counseling conversations more personal, meaningful, and effective. Similar to the layout of the Student Report. In addition to the information provided on the student report, you will find the re-enrollment plans including high risk indicator including “Desires to transfer” (CSI Form B) and “Current Plans” (CSI Form C) when applicable.
- **Coordinator Report**—Comparable to the Advisor/Counselor Report but includes the *sensitive* Summary Observations (Overall Risk Index, Predicted Academic Difficulty, Educational Stress, and Receptivity to Institutional Help). Due to these sensitive data, this report should not be used for individual advising meetings.

The MYSA Individual Reports

The Mid-Year Student Assessment (MYSA) is the post-assessment to the CSI. The MYSA has a full complement of reports to support your use of the results and inform your subsequent interventions. Students complete the assessment at the mid-point of their first year; resulting reports are available immediately upon completion.

- **Student Report**—Mirrors the format of the CSI, particularly on the first page of the report, which highlights each student's pre-term and mid-year motivation scores, and background information including estimated study time needed and re-enrollment plans (MYSA Form C only). Also included are the student's impressions of their educational experience thus far. The second page features the results of the student's self-reported receptivity to assistance—needs and interests, doubling as a student generated action plan.
- **Advisor/Counselor Report**—Similar to the layout of the MYSA Student Report. In addition to the information provided on the student report, you will find the Individual student's institutional impressions and campus-defined custom questions on page three of the report. Re-enrollment plans are provided including “College Plans” in the student information section of the report.

Report Segments and Scales

The following pages outline the layout of the reports and their corresponding scales/data. Noted in this document is the labels used for the:

- College Student Inventory (CSI) Form B
- Mid-Year Student Assessment (MYSA) Form B
- College Student Inventory (CSI) Form C
- Mid-Year Student Assessment (MYSA) Form C

Keep in mind which survey form is used by your institution when reviewing the descriptions.

Key Segments of the Individual Reports

	Description
Identifying Information	This section lists the student’s name, educational level, gender, age, student ID, and group designation. The date that the report was initially generated from the CSI and the name of your institution are also noted.
Restricted Report	If the student has responded “no” to the last item of the CSI, then a boxed statement appears at the top of the report: “Restricted to Program Coordinator per Student’s Request”. If you receive or access a Restricted Report by mistake, you should return it promptly to the RMS Coordinator.
Instructions	This section contains a brief set of instructions to guide you in discussing the report with the student. Suggestions for follow-up measures and appropriate use of the report also appear. This section is printed on every report as a reminder of the basic conditions under which the information has been made available.
Motivational Scales	<p>The heart of the CSI and MYSA instruments consists of independent motivational scales. The student’s standing on each scale is indicated in two ways: as a percentile rank and as a bar graph on a visual profile. These scores are organized into four sections: academic motivation, general coping, receptivity to support services (CSI only), and the supplementary scale (CSI Form B only).</p> <p>If you are interested in the exact score, you can refer directly to the percentile rank; if you prefer a general and immediate sense of the student’s motivational pattern, the visual profile will give you an overview at a glance. A percentile rank indicates the proportion of students in the normative sample who scored below that student.</p>
Specific Recommendations	<p>Selecting support services is a difficult task, especially for adult learners or others with complex circumstances, since many may have complex circumstances. In addition, it may be difficult for them to articulate their specific needs, even to themselves.</p> <p>This section helps students make these decisions by presenting a set of recommendations that (a) clarify their needs; (b) relate their needs to specific forms of assistance; and (c) present the issue of assistance as a set of clear alternatives that can be readily evaluated and compared.</p>
Student Background Information	To better understand the student’s present motivational pattern, it is often helpful to have an overview of his or her background. For this reason, the report provides a summary of information about the student’s high school academics, family educational background, hours the student plans to work, and other indications.
Summary Observations (only found on CSI Coordinator Report)	<p>This section presents the results from four summary scales and is only found on the Coordinator Report. The summary scales involve <i>sensitive</i> global information which a student may not be able to understand or accept in a constructive fashion.</p> <p>All scores in this section are expressed in terms of stanines, which are normalized standard scores with a mean of 5 and a standard deviation of 1.96. Overall, the four Summary Observations scales have been keyed in a way that simplifies their joint interpretation. Thus, high scores on the Overall Risk Index, predicted academic difficulty, and educational stress scales all indicate high need. A high score on receptivity to institutional help indicates a strong desire for help. The general pattern is for high scores to imply the advisability of intervention. In addition to giving referrals to students who score high on these scales, you may want to make a special effort to befriend them so they will feel comfortable coming to you for advice at critical times during their first year in college.</p>
Institutional Impressions (MYSA only)	This section provides specific indications about the student’s level of satisfaction with eleven aspects of the college experience that are referenced in the retention literature as areas of high expectation for students. These scores are intended to provide additional context for the pre- and mid-year motivational assessment results, as well as the current needs and interest of each student.
Student’s Needs and Interest (MYSA only)	Student needs and interests (i.e., Action Plan) in the MYSA are presented in the context of receptivity to institutional help (receptivity scale) from the CSI pre-assessment. Student needs and interests are categorized by academic assistance, career guidance/life and career planning, personal counseling (MYSA Form B only) and financial guidance/financial guidance and support. Students are asked if they received help already and whether or not they wish to continue to receive help and information this term.

Motivational Scales: Academic Motivation

Form B	Form C	Scale Description	Sample Survey Item
Study Habits	Study Skills	This scale measures the student’s willingness to make the sacrifices needed to achieve academic success. It focuses on a student’s effort, rather than interest in intellectual matters or the desire for a degree. It can therefore be used to make referrals to services that assist students in developing better study habits.	I have developed a solid system of self-discipline that helps me keep up with my course work.
Reading Interests	Reading Habits	This scale measures how much the student enjoys the actual learning process, not the extent to which the student is striving to attain high grades or to complete a degree. It measures the degree to which the student enjoys reading and discussing serious ideas. Students with high scores are likely to enjoy classroom discussions and will feel comfortable with the high level of intellectual activity that often occurs in the college classroom. Students with low scores can be encouraged to broaden and deepen their intellectual interests.	I get a great deal of personal satisfaction from reading.
Verbal and Writing Confidence	Verbal Skills	This scale measures the degree to which the student feels capable of doing well in courses that heavily emphasize reading, writing, and public speaking. It is not intended as a substitute for aptitude assessment, but rather as an indicator of self-esteem relative to this type of task. A comparison between the student’s standing on this scale and verbal aptitude or achievement test can be very revealing. Talented students who underestimate their abilities in the verbal area need to be strongly encouraged to recognize their potential. Students with low scores can be referred to services that will help them strengthen their verbal confidence.	I can write a clear and well-organized paper.
Math and Science Confidence	Math Skills	This scale measures the degree to which the student feels capable of doing well in math and science courses. It is an indicator of self-esteem relative to this type of task and is not intended as a substitute for aptitude assessment. A comparison between the student’s standing on this scale and a math and science aptitude or achievement test can be very revealing. Some talented students underestimate their abilities, and they need to be strongly encouraged to recognize their talents. Students with low scores can be referred to services that will help them strengthen their confidence in math and science.	I enjoy trying to solve complex math problems.
Commitment to College	Commitment	This scale measures the degree to which the student values a college education, the satisfactions of college life, and the long-term benefits of graduation. It identifies students who possess a keen interest in persisting, regardless of their prior level of achievement. With low-scoring students, an advisor can explore their beliefs and values related to college. In some cases, additional clues about scores for this scale can be informed by low scores in parental education levels, career planning scores, or academic confidence.	I am prepared to make the effort and sacrifices needed to attain my educational goals.
Interactions with Previous Teachers	Attitude Toward Educators	This scale measures the student’s attitudes toward teachers and administrators in general, as acquired through their prior academic experiences. Students with poor academic achievement often express a general hostility toward teachers and this attitude often interferes with their work. A counselor may want to help a low-scoring student clarify how certain isolated incidents in school may have influenced their attitude toward all educators. Sometimes a low score reflects a degree of self-sufficiency that borders on arrogance when the student is a high-achiever. Other times a low score may indicate that the student has been treated poorly by one or more teachers as far back as elementary school; perhaps the student was subjected to ridicule or perhaps efforts were criticized or went unrecognized by a teacher.	Most educators are very caring and dedicated.
	Use of Technology	This scale measures the extent to which students feel comfortable using computers and the internet. This scale may be used to inform the advisor’s	I have a weak understanding of how to use computers.

direction to the individual student regarding additional computer skills that will be helpful, or even required, depending on the program (or format) of study.

Motivational Scales: General Coping Ability Scales

Form B	Form C	Scale Description	Sample Survey Item
Family Support	Personal Support	This scale measures the student’s satisfaction with the quality of communication, understanding, and respect that they have experienced in their family. These are factors that can influence their ability to adapt to the stresses of college life. An advisor can offer encouragement and empathy to low-scoring students, or they can refer these students for personal counseling. Low family support has repeatedly emerged in the validity studies as a strong correlate of attrition, particularly in academically successful students. Many advisors focus heavily on this scale for insights into a student’s difficulties.	My family and I understand and respect each other’s point of view.
Financial Security	Financial Security	This scale measures the extent to which the student feels secure about his or her financial situation, especially as it relates to current and future college enrollment. The scale is not intended to measure the objective level of financial resources that the student has, only their feeling of being financially secure. Some students with quite modest means may feel more secure than do students with much greater means but higher expectations. With low-scoring students, an advisor can explore their financial needs and refer them to appropriate offices for assistance.	I have the financial resources I need to finish college.
Capacity for Tolerance		This scale measures the degree to which the student feels that he or she can accept people without regard to their political and social opinions. Most directly, it indicates whether a student will be able to tolerate the diversity of social backgrounds to which he or she is exposed at college. But the scale also provides a broader indication of the student’s general socio-political flexibility as it relates to all unfamiliar and threatening philosophical perspectives, including those that arise in course content. Thus, it can identify students whose perspective may impede the learning of threatening ideas in such areas as philosophy, comparative religion, world literature, world history, and the social sciences. An advisor or counselor may wish to discuss this potential problem with the student and encourage him or her to consider new ways of thinking about the basic issues of life without immediately accepting or rejecting them.	I can be friends with people whose political ideas differ sharply from mine.
Career Plans	Life and Career Planning	This scale measures the degree to which the student has defined a career goal and developed a firm commitment to it. Because career aspirations are often the central foundation upon which academic motivation is based, students with low scores should be strongly encouraged to seek career counseling. In a more general way, the scale can be useful in assessing the student’s progress in moving from the exploratory and adventurous attitudes of adolescence to the adoption of greater realism and responsibility typical of adulthood. Lack of progress on this dimension may indicate the need for personal counseling.	I have found a potential career that strongly interests me.
Social Engagement		This scale measures the student’s general inclination to join in social activities. The relationship between sociability and academic outcomes can be complex. High sociability, for instance, can be a positive force for a person with strong study habits, but a negative force for a person with poor study skills. An advisor may wish to explore the implications of an extreme score, either high or low, with the student.	I enjoy getting together with a group and having fun.

Motivational Scales: Receptivity to Support Services Scales

Form B	Form C	Scale Description	Sample Survey Item
Academic Assistance	Academic Assistance	This scale measures the student’s desire to receive course-specific tutoring or individual help with study habits, reading skills, exam skills, writing skills, or math skills. It can be taken into account in deciding whether to encourage the student to seek academic assistance.	I would like some help in improving my study habits.
Personal Counseling		This scale measures the student’s felt need for help with personal problems. It covers attitudes toward school, instructor problems, roommate problems, family problems, general tensions, problems relating to dating and friendships, and problems in controlling an unwanted habit. The scale is a very useful aid in deciding whether to encourage the student to seek counseling for motivational problems indicated elsewhere in the CSI.	I would like to talk with a counselor about the emotional stress that I’m experiencing.
Social Engagement		This scale measures the student’s desire to meet other students and to participate in group activities. Students with high scores can be directed toward the type of social activities they desire.	I would like to attend events when I can meet new friends.
Career Guidance	Career Planning	This scale measures the student’s desire for help in selecting a major or career. It can be used in conjunction with the career planning scale. If the student has a low score on both scales, for example, an advisor can point out that he or she seems to be avoiding the issue of career choice.	I want to know more about the salaries and opportunities for various careers.
Financial Guidance	Financial Guidance	This scale measures the student’s desire to discuss ways of increasing his/her financial resources for college. Even though the opportunities for scholarships are usually very limited at the point at which the student completes the CSI, loans and student employment opportunities may still be available. A referral to the career guidance office may also be very helpful. In some cases, it may be helpful for an advisor simply to empathize with the student’s situation and provide encouragement regarding the prospects of working part-time while attending school. Depending on the circumstances, the advisor may wish to help the student recognize the advisability of cutting back on his or her course load when working long hours at a job.	I would like to talk with someone about the pros and cons of getting a student loan.

Motivational Scales: Supplementary Scale

Form B	Form C	Scale Description	Sample Survey Item
Internal Validity		This scale measures the student’s carefulness in completing the inventory. Each question asks the student to follow a simple instruction and it is scored in terms of whether or not the student followed the instruction. The scale is very useful in identifying any students who might have responded randomly in order to finish quickly. Since the overwhelming majority of students (97.1 percent) make one error or less on the validity scale, the task can be considered quite easy. For this reason, students who fall into the categories labeled “questionable” (two or three errors) or “unsatisfactory” (four or more errors) are likely to be distractible, oppositional, or uncommitted to their education. Because these traits are related to dropout, a low validity score may prove to be an indicator of Overall Risk Index.	Enter a ‘2’ for this item.

Specific Recommendations – CSI Form B

The following list contains the 25 potential action statements that form the pool from which recommendations are made in the CSI Form B reports. You'll notice that they cluster thematically around academics, personal, career, financial, and social areas.

- a. Get help with exam skills.
- b. Get help with study habits.
- c. Get help with writing skills.
- d. Get help with basic math skills.
- e. Get tutoring in selected areas.
- f. Get help with reading skills.
- g. Discuss attitude toward school with counselor.
- h. Discuss any unwanted habit with counselor.
- i. Discuss personal relationships and social life with counselor.
- j. Discuss any family problems with counselor.
- k. Discuss any emotional tensions with counselor.
- l. Discuss any unhappy feelings with counselor.
- m. Discuss the qualifications for careers.
- n. Get help in selecting an academic program.
- o. Discuss job market for college graduates.
- p. Get help in selecting a career.
- q. Discuss advantages/disadvantages of careers.
- r. Get help in finding a part-time job.
- s. Get help in obtaining a loan.
- t. Get help in obtaining a scholarship.
- u. Get help in finding a summer job.
- v. Get help in meeting new friends.
- w. Get information about student activities.
- x. Get advice from an experienced student.
- y. Get information about clubs and social organizations.

Specific Recommendations – CSI Form C

The following list contains the 14 potential action statements that form the pool from which recommendations are made in the CSI Form B reports. You'll notice that they cluster thematically around academics, career, and financial areas.

- a. Get help with math skills.
- b. Get tutoring in selected areas.
- c. Get help with test-taking skills.
- d. Get help with reading skills.
- e. Get help with study skills.
- f. Get help with writing skills.
- g. Get help with computer skills.
- h. Talk with a financial aid counselor about managing finances.
- i. Talk with a financial aid counselor about getting a student loan.
- j. Talk with a financial aid counselor about financial assistance.
- k. Get information about the qualifications for various careers.
- l. Get information about the salaries and opportunities for various careers.
- m. Get help in selecting a career.
- n. Get information about the advantages/disadvantages of various careers.

Means of Arriving at Recommendations

To use the recommendations effectively, it is helpful to understand how they are formulated. The scoring program contains a pool of 25 potential action statements (CSI Form B) and 14 potential action statements (CSI Form C), which are listed in the previous section. Each action relates to a particular form of student assistance (e.g., “Get help with reading skills”). A priority score ranging from 0.0 to 10.00 is computed for each potential action based on a comprehensive analysis of the student’s needs and desires. A 10.0 indicates a very high-priority recommendation.

Needs are inferred from the student’s background data (e.g., high school grades) and motivational assessment (e.g., study habits, desire to finish college). The priority score for a given action will increase in direct proportion to the measured need for that action.

These initial, need-based priority scores are then adjusted in two ways.

- The first adjustment takes into account the student’s general interest in the broader category to which the action belongs. For instance, the priority scores of all potential actions related to academic support are increased if the student’s general receptivity to academic support is high.
- The second adjustment takes into account the student’s desire for the specific assistance in question. If a student expresses a strong desire for help with reading skills, for example, then his or her priority score for this potential action is adjusted upward.

After these computations have been made, the potential actions having the highest priority scores are printed in the form of short, direct recommendations (e.g., “Get help in selecting an academic program”). Recommendations are printed in order of priority scores, with the strongest recommendations at the top. Priority scores are noted directly after the statement of recommendation. For example, “Discuss job market for college graduates 8.0.”

The CSI Coordinator Report ranks the seven strongest recommendations, while the Advisor/Counselor Report and Student Report state the 10.0 strongest recommendations in order of importance to the student.

Most priority scores that appear on reports fall in the top end of the distribution, from 6.0 to 10.0. Approximately 70 percent of priority scores are below 7.0. However, even a priority score of 5.0 is worth consideration, since it exceeds 40 percent of all the priority scores in a normal distribution.

Only rarely will an advisor see a priority score of 10.0, since a student must have both the highest possible need and the highest possible desire in order to earn a priority of 10.0.

Priority of Recommendations

On the CSI Reports, priority scores of greater than 8.0 are most noteworthy. If a student has multiple recommendations that exceed this level, you may need to focus the student’s attention on those recommendations that you believe are the most critical. If the student is concerned about having so many priority recommendations, explain that the high scores are partly due to his/her high level of receptivity. You may also want to explain that 8.0 is a somewhat arbitrary number and that it does not represent a critical dividing point; it is merely a rough boundary line.

Special care should be taken in making final recommendations to students. The printed recommendations should only be considered preliminary, as they are generated by an analytical model that contains a definite margin of error. The model assumes that students are most likely to accept and act upon recommendations that are consistent with their existing motivational framework. Based on this premise, it gives relatively strong weight to the student’s general receptivity in the area and to their expressed desire for the specific form of assistance under consideration. While the model appears sound as a general theoretical basis for formulating recommendations, it is not intended to be definitive. There will be individuals who do not fit the model’s assumptions.

For this reason, one should never accept recommendations uncritically. The recommendations should be weighed in terms of all the information you have about the student, including transcripts, placement scores, and the student's comments during your conference. After such consideration, you may well decide to place more emphasis on an intermediate recommendation (e.g., one with a priority score of 6.0) than on a strong one (e.g., one with a priority score of 9.0). Given the unique features in every individual case and the fact that printed recommendations are already a select subset from the larger pool of potential actions, such adjustments are quite appropriate.

Student Background Information:

Form B	Form C	Scale Description
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Academics: This section presents information about the student’s educational experiences.

Senior Year GPA	Self-Assessment	The student is asked to classify their academic performance. This gives a reasonable indication of the student’s actual ability.
	Preference for Learning	The student is asked to indicate a preference for completing their studies (online, on-campus, etc.). This category can suggest options for advisors when recommending a mode of course delivery for students to consider.
	Credit for Prior Learning	The student is asked to indicate the sources of previous credit they received toward their program of study from traditional (college coursework) to experiential (military service). If no credit is indicated, this is an opportunity for the advisor to probe potential sources of prior-learning credit the student may not have considered.

Family/Personal Background: This section provides valuable information about the student’s personal background. This information may provide insights into the way a student approaches college.

Racial/Ethnic Origin	Ethnic Origin	This question can be a springboard for the advisor to identify broad bases of community support for all ethnic groups on campus, as well as support services for students of diversity.
Parent 1/Parent 2/Guardian’s Education		Information about the educational level of the student’s parents is helpful in gaining insight into the student’s socioeconomic perspective, especially his or her feelings about education. Students raised by well-educated parents often have a greater-than-average appreciation for the value of education and career success, but they may also feel burdened by pressures to meet high parental expectations. Other parents may strongly encourage achievement so that their student will have more opportunities than they did, or they may discourage academic achievement for various reasons. These patterns illustrate the kinds of issues that a counselor may wish to explore with a student whose other scores indicate a need for special help. First generation status can be noted based on these responses.
	Marital Status	The student is asked to indicate their current marital status (single, married, etc.).
	Dependents	The student is asked to indicate whether or not they support dependents in the household.
	First Generation	The student is asked to indicate whether or not any member of their immediate family has attended college, including the identification of those family members who have attended (spouse, son, daughter, father, mother, sister, brother).

College Experience/Educational Plans: This section gives information about the student’s plans that may influence their success, especially during the first term.

Decision to Enroll	Decision to Enroll	The student is asked to indicate when they made the decision to enroll at this institution. Research indicates that the closer to the time of actual enrollment that a student makes the decision, the greater the propensity for dropping out.
	Enrollment Status	The student is asked to indicate whether they enrolled full-time or part-time during the current term. This information should be considered in conjunction with other commitments that absorb the student’s time and energies (work, dependents, etc.).
Plans to Work	Plans to Work	The student is asked to indicate how many hours per week they plan to work at a job while enrolled at the college. Students who work more than 20 hours per week while enrolled as full-time students are generally at greater risk of dropping out and/or performing below their expectations.
Degree Sought	Degree Sought	The student is asked to specify the highest degree they are planning to pursue. This question should not necessarily be taken at face value. Rather, it reveals something about the public stance the student has adopted regarding personal goals. A weak student who expresses an intention of getting an advanced degree may simply be trying to appease parental expectations. On the other hand, a talented student who indicates a low goal may have had their educational goals stunted. The student’s answer to this question is a valuable point for further discussion.

Re-Enrollment Plans: found on the bottom left corner of the Advisor/Counselor and Coordinator Report.

	Current Plans	The student is asked to indicate their intentions for subsequent enrollment at the institution (completing this course, completing a degree, or transferring).
College Plans	College Plans	MYSA Advisor/Counselor Report only. The student is asked to indicate which statement most accurately describes their current college plans.

Other Indicators: This section has been designed to provide information about the student’s desire to transfer.

Desire to transfer		The desire to transfer indicator is calculated using multiple survey items and should be handled with considerable sensitivity by the advisor. This score does not appear on the student’s report.
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Summary Observations (only found on CSI Coordinator Report)

Overall, the four Summary Observations scales have been keyed in a way that simplifies their joint interpretation. Thus, high scores on the overall risk Index, predicted academic difficulty, and educational stress scales all indicate high need. A high score on receptivity to institutional help indicates a strong desire for help. The general pattern is for high scores to imply the advisability of intervention. In addition to giving referrals to students who score high on these scales, you may want to make a special effort to build rapport with them so they will feel comfortable coming to you for advice at critical times during their first year in college.

The summary scales involve sensitive global information which a student may not be able to understand or accept in a constructive fashion. Thus, a student with a high score on overall risk index might misinterpret this score to mean that they should give up because they stand little chance of succeeding at college. In fact, the opposite conclusion might be called for: that the student can succeed if motivational barriers are overcome. Because of their susceptibility to misinterpretation, it is recommended that the summary scores not be discussed with students. If a student claims the Coordinator Report, which will occur very rarely, you will want to have a special conference with that student to explain the summary scores.

This section presents the results from four summary scales, discussed below. All scores in this section are expressed in terms of stanines, which are normalized standard scores with a mean of 5 and a standard deviation of 1.96.

The larger the stanine is, the larger the corresponding raw score. For example, a stanine of 9 indicates that the student’s raw score was in the top 4 percent of the normative sample, a stanine of 8 indicates that the student’s raw score was in the next 7 percent (and the top 11 percent of the sample), and so forth.

Score	Distribution
9	4%
8	7%
7	12%
6	17%
5	20%
4	17%
3	12%
2	7%
1	4%

Summary Observations Scales (CSI Only)

Form B	Form C	Scale Description
Overall Risk Index Scale	Overall Risk Index Scale	<p>This scale measures the student’s overall inclination to drop out of school before finishing a degree. The scale was developed empirically by comparing students who stayed in school after their first term with those who did not.</p> <p>One should be careful not to attribute greater predictive power to the dropout scale than it actually possesses. Existing research suggests that many students with high scores on Overall Risk Index will not, in fact, drop out during their first term. While predictiveness should increase when dropout is studied over time, there are simply too many mediating factors in predicting this behavior with a high degree of accuracy. For this reason, students with high scores on Overall Risk Index should be considered as having a pattern of intellectual and motivational traits that is loosely associated with dropping out, but which may or may not lead to actual dropout in any given case.</p>
Predicted Academic Difficulty		<p>This scale was developed by correlating CSI questions with first-term college grade point average (GPA). It is thus designed to predict who is most likely to have low grades in college. The caution that applies to the dropout scale also applies to this scale. The scale will identify some, but not all, of the students who will encounter academic difficulty during their college careers. Predictors of academic difficulty include such factors as study habits, verbal and writing confidence, math and science confidence, commitment to college, interactions with previous teachers, and senior year GPA.</p>
Educational Stress		<p>This scale measures the student’s general feelings of distress in the context of college. It was developed as a factor analysis of all of the CSI’s scales, and it represents the first (largest) factor. One part of the scale focuses on emotional aspects of academic life. Thus, students scoring high on this scale tend to feel dissatisfied with teachers in general based on their earlier school experiences. They also tend to have a lower-than-average score on desire to finish college. Finally, their study habits tend to be lower than average, suggesting difficulties in focusing and self-discipline.</p> <p>The educational stress scale also measures two broader aspects of distress. First, high-scorers tend to have a lower-than-average sense of family emotional support. Second, high-scorers are more interested in receiving personal counseling than most students. Based on these considerations, this scale should be considered the CSI’s primary indicator of the student’s need for personal counseling. But one should keep in mind that the CSI’s main purpose is not to assess mental health. For this reason there are very important facets of mental health that this scale does not measure. Rather, it is merely one piece of information that can be used in making referrals for personal counseling.</p>
	Acknowledged Academic Needs Index	<p>Academic needs represent those basic challenges that may threaten a student’s entire academic experience, if not addressed. A student’s scores on scales that highlight specific academic needs and learning attributes, as well as receptivity to help, were included in the development of this index.</p>
	Apprehension Index	<p>Apprehension represents those areas of potential stress that may converge to overshadow a student’s perceived opportunities for a successful college experience. It captures students’ challenges across multiple scales and highlights specific areas of intervention. The index focuses on a student’s potential misgivings about being in college, such as financial insecurity, career concerns, or weak study skills. Students with a high score on this scale present an overall picture of someone who is uncertain about being in college for all reasons touched on by the CSI-C.</p>
Receptivity to Institutional Help	Receptivity Index	<p>This scale indicates how responsive the student is likely to be to intervention. The higher the score, the more receptive the student is. This scale is based on how strongly the student expressed the desire for help in a wide variety of areas, such as career counseling, personal counseling, social engagement, academic assistance, and financial guidance.</p>

Institutional Impressions

On the MYSA, this section provides specific indications about the student's level of satisfaction with eleven aspects of the college experience that are referenced in the retention literature as areas of high expectation for students. These scores are intended to provide additional context for the pre and mid-year motivational assessment results, as well as the current needs and interest of each student.

On the MYSA student report, the eleven aspects are listed by the rank of each item on a scale of 1 –7, where 1 = low and 7 = high.

1. Guidance in selection of major or program
2. Assistance in selecting courses for major or program
3. Availability of information about financial resources
4. Level of interaction with other students
5. Relationship of my studies with life and work goals
6. Frequency of interactions with my instructors
7. Course delivery that fits life circumstances or work
8. Frequency of interaction with my advisor
9. Availability of courses in major/program
10. Feedback from instructors about academic progress
11. Overall experience as a student at this institution

Student's Needs and Interest

The Action Plan: on the second page of the MYSA you have the student's self-generated action plan, i.e., their needs and interests in receiving help. This plan is generated in the context of the student's pretest receptivity to institutional help in five separate areas, and second in the context of his/her participation in services prior to completing the MYSA.

The student's call to action may represent your best option for responding to the student's desire for services. In some ways, this plan represents the student's reality check about their needs and interests. If the receptivity scores on the pretest were considered in developing appropriate interventions, then the responses on the MYSA to student needs and interests may serve as indicators of whether or not the student took advantage of the assistance made available to them.