College Student Inventory™ - Form B
Summary and Planning Report for Buffalo State College - SUNY
CSI Completion Date: 09/19/2019 to 10/22/2019

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: 10/23/2019

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

Fall 2019

Section A

Primary Sample Statistics

Primary Sample Statistics	N	%
Number of Female	258	71.3
Number of Male	104	28.7
Total Number of Students	362	100.0

Status	N	%
International	6	1.7
Military/Veteran	1	0.3
Not Applicable	355	98.1

Local Means on Major Scales	Females	Males	Total	% of Students with: Risk or Receptivity for Assistance
Summary Observations				
Dropout Proneness	55.2	62.6	57.3	26%
Predicted Academic Difficulty	48.9	50.8	49.5	19%
Educational Stress	60.1	65.8	61.8	34%
Receptivity to Institutional Help	60.2	61.1	60.5	36%
Academic Motivation Scales				
Study Habits	48.7	44.8	47.6	
Reading Interests	49.6	48.4	49.3	
Verbal and Writing Confidence	56.8	58.8	57.4	
Math and Science Confidence	42.7	48.3	44.3	
Commitment to College	37.1	28.9	34.7	
Interactions with Previous Teachers	50.3	46.4	49.2	
General Coping Scales				
Social Engagement	45.0	39.8	43.5	
Family Support	46.1	46.5	46.3	
Capacity for Tolerance	56.2	54.5	55.7	
Career Plans	51.2	47.2	50.0	
Financial Security	41.5	44.9	42.5	
Receptivity Scales				
Academic Assistance	54.2	55.5	54.6	42%
Personal Counseling	68.0	69.5	68.5	62%
Social Engagement	53.8	49.7	52.6	40%
Career Guidance	58.7	63.2	60.0	51%
Financial Guidance	53.6	56.9	54.6	44%
Supplemental Scales				
Internal Validity	6.9	6.7	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	N	%
0 (I have no plans to work)	85	23.5
1 to 10 hours per week	95	26.2
11 to 20 hours per week	133	36.7
21 to 30 hours per week	37	10.2
31 to 40 hours per week	10	2.8
over 40 hours per week	2	0.6

High School GPA	N	%
A	83	22.9
B+	136	37.6
B	65	18.0
C+	63	17.4
C	11	3.0
D+	4	1.1
D	0	0.0

General Academic Knowledge	N	%
Highest 20%	45	12.4
Next Highest 20%	123	34.0
Middle 20%	188	51.9
Next Lowest 20%	6	1.7
Lowest 20%	0	0.0

Racial/Ethnic Origin	N	%
Black/African-American	125	34.5
American Indian or Alaskan Native	0	0.0
Asian or Pacific Islander	30	8.3
White/Caucasian	127	35.1
Hispanic or Latino	46	12.7
Multiethnic or other ethnic origin	26	7.2
Prefer not to respond	8	2.2

Parent1's/Guardian's Highest Level of Education	N	%
8 years or less of elementary school	18	5.0
Some high school but no diploma	39	10.8
A high school diploma or equivalent	86	23.8
1 to 3 years of college (including study at a technical, community, or junior college)	57	15.7
A 4-year undergraduate college degree (bachelor's degree)	54	14.9
A master's degree	64	17.7
A professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	34	9.4

Parent2's/Guardian's Highest Level of Education	N	%
8 years or less of elementary school	28	7.7
Some high school but no diploma	53	14.6
A high school diploma or equivalent	116	32.0
1 to 3 years of college (including study at a technical, community, or junior college)	52	14.4
A 4-year undergraduate college degree (bachelor's degree)	34	9.4
A master's degree	38	10.5
A professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	24	6.6

Highest Degree Sought	N	%
None	0	0.0
A 1-year certificate	0	0.0
A 2-year college degree (associate)	7	1.9
A 4-year college degree (bachelor's)	97	26.8
A master's degree	138	38.1
A professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	69	19.1
I am not sure of my plans at this time.	51	14.1

Perceived Academic Ability	N	%
Considerably below average	1	0.3
Slightly below average	26	7.2
Average	131	36.2
Slightly above average	134	37.0
Considerably above average	62	17.1
Extremely high (in the top 5%)	8	2.2

Decision to Apply to College	N	%
Few days before	10	2.8
Few weeks before	40	11.0
Many months before	312	86.2

High Desire to Transfer	N	%
80th percentile or above	134	37.0

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	6.82	72%	Get help in selecting an academic program	7.13	78%
Get help with study habits	6.81	71%	Discuss the qualifications for careers	7.05	78%
Get help with writing skills	6.36	63%	Discuss job market for college graduates	6.89	73%
Get help with basic math skills	6.41	62%	Get help with exam skills	6.82	72%
Get tutoring in selected areas	6.22	57%	Get help in selecting a career	6.85	71%
Get help with reading skills	6.07	54%	Get help with study habits	6.81	71%
Discuss attitude toward school with counselor	6.43	45%	Get help in obtaining a scholarship	6.81	69%
Discuss an unwanted habit with counselor	5.93	47%	Discuss advantages/disadvantages of careers	6.77	69%
Discuss personal relationships and social life with counselor	6.05	49%	Get help in meeting new friends	6.61	68%
			Get information about clubs and social organizations	6.54	67%
Discuss family problems with counselor	5.60	38%	Get information about student activities	6.31	64%
Discuss emotional tensions with counselor	6.09	54%	Get help with writing skills	6.36	63%
Discuss unhappy feelings with counselor	5.99	50%	Get help with basic math skills	6.41	62%
Discuss the qualifications for careers	7.05	78%	Get help in finding a summer job	6.30	61%
Get help in selecting an academic program	7.13	78%	Get help in finding a part-time job	6.27	59%
Discuss job market for college graduates	6.89	73%	Get tutoring in selected areas	6.22	57%
Get help in selecting a career	6.85	71%	Get advice from an experienced student	6.16	56%
Discuss advantages/disadvantages of careers	6.77	69%	Discuss emotional tensions with counselor	6.09	54%
Get help in finding a part-time job	6.27	59%	Get help with reading skills	6.07	54%
Get help in obtaining a loan	5.60	42%	Discuss unhappy feelings with counselor	5.99	50%
Get help in obtaining a scholarship	6.81	69%	Discuss personal relationships and social life with counselor	6.05	49%
Get help in finding a summer job	6.30	61%			
Get help in meeting new friends	6.61	68%	Discuss an unwanted habit with counselor	5.93	47%
Get information about student activities	6.31	64%	Discuss attitude toward school with counselor	6.43	45%
Get advice from an experienced student	6.16	56%	Get help in obtaining a loan	5.60	42%
Get information about clubs and social organizations	6.54	67%	Discuss family problems with counselor	5.60	38%

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.