



RNL Student Success: Using Motivational Data to Improve Student Success

Brandi Phillips

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RNL

A blue-tinted photograph of a university courtyard. In the foreground, there are several stone arches supported by columns. In the background, a large, ornate building with a dome is visible, surrounded by trees and a green lawn. The overall scene is a typical university campus setting.

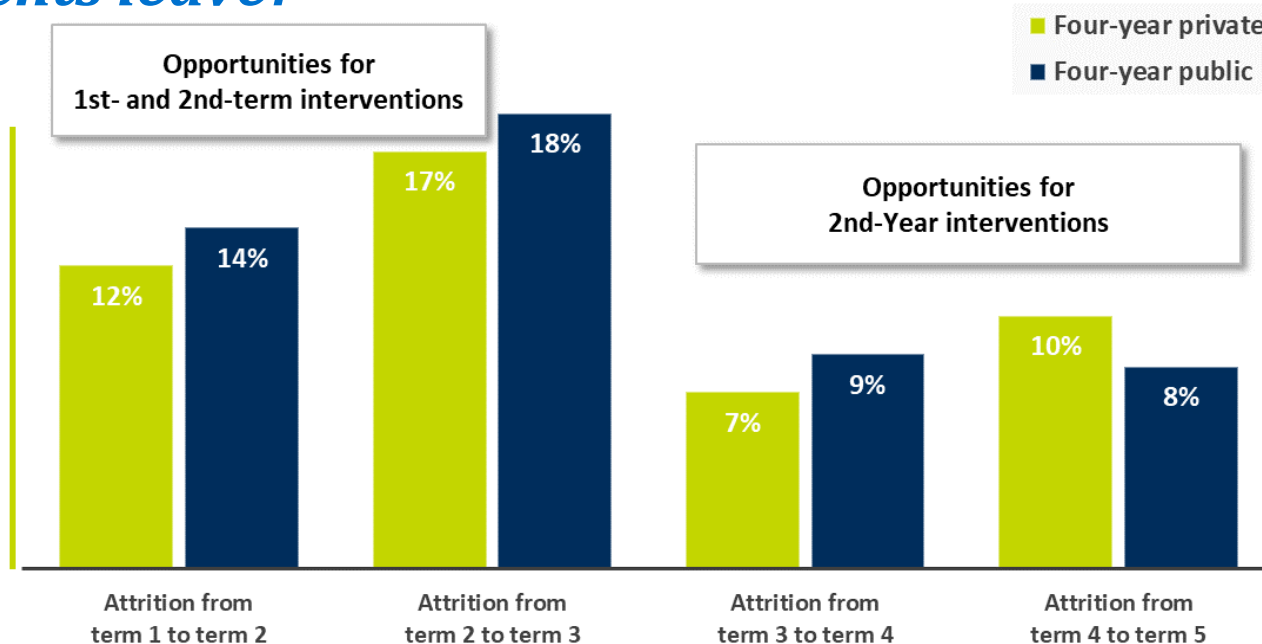
What is the
“best timeframe”
to engage your
newest students?

The graduation pipeline....

When do students leave?

Summer Melt

10-40%
of high-school
graduates





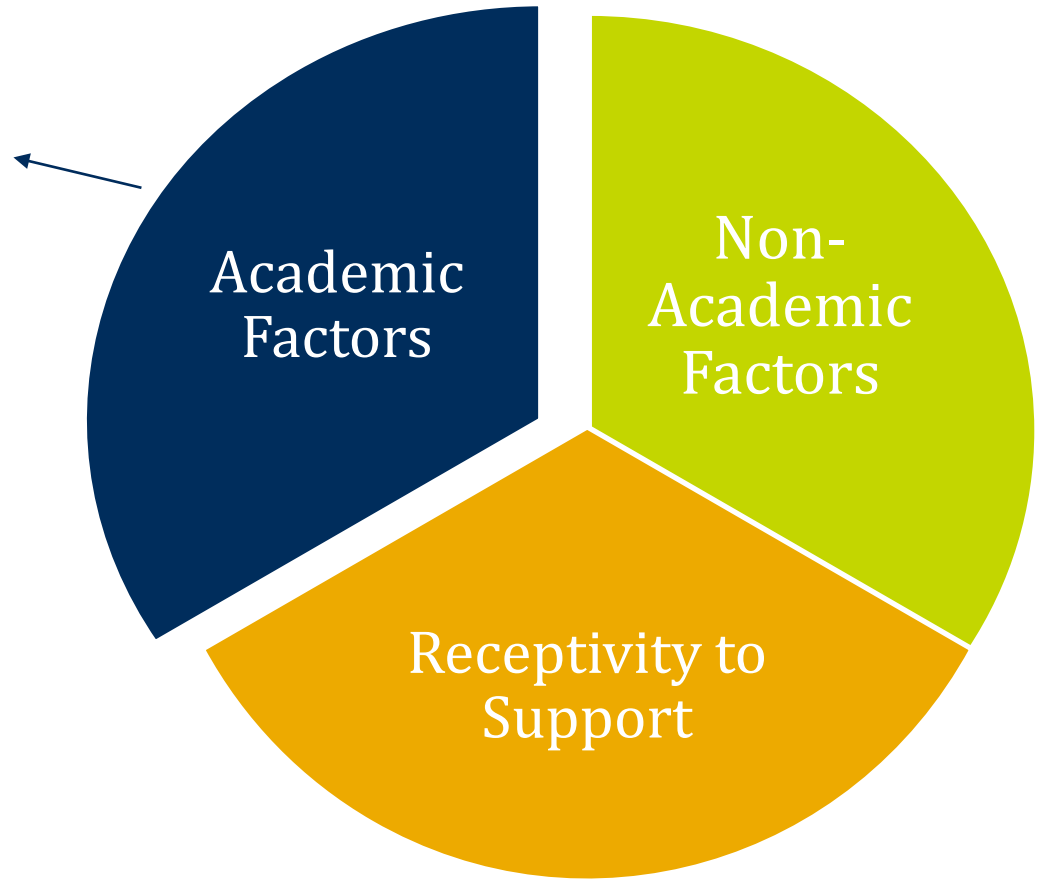
Rationale for Motivational Data

A conceptual framework for retention:

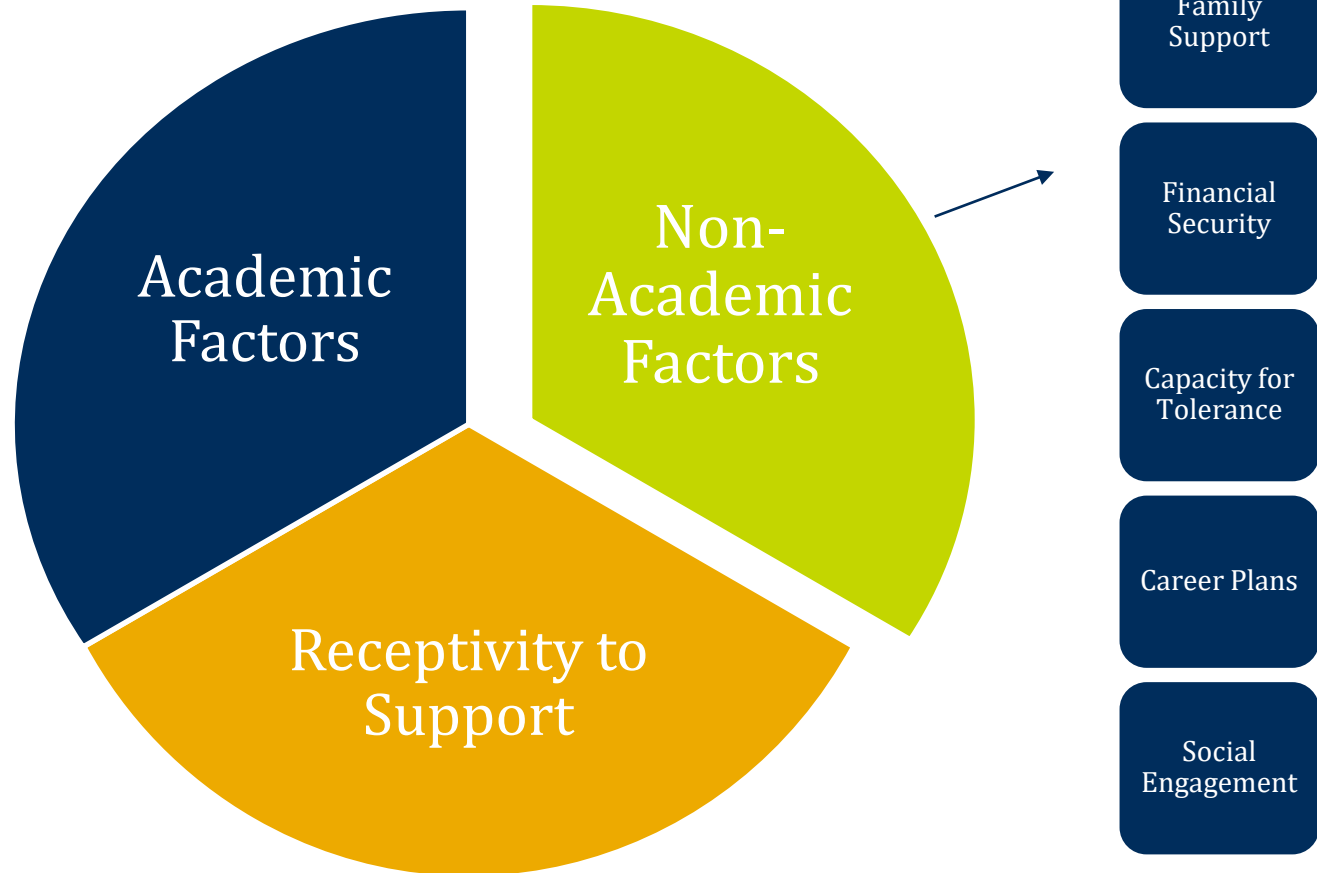


Student Motivation Variables

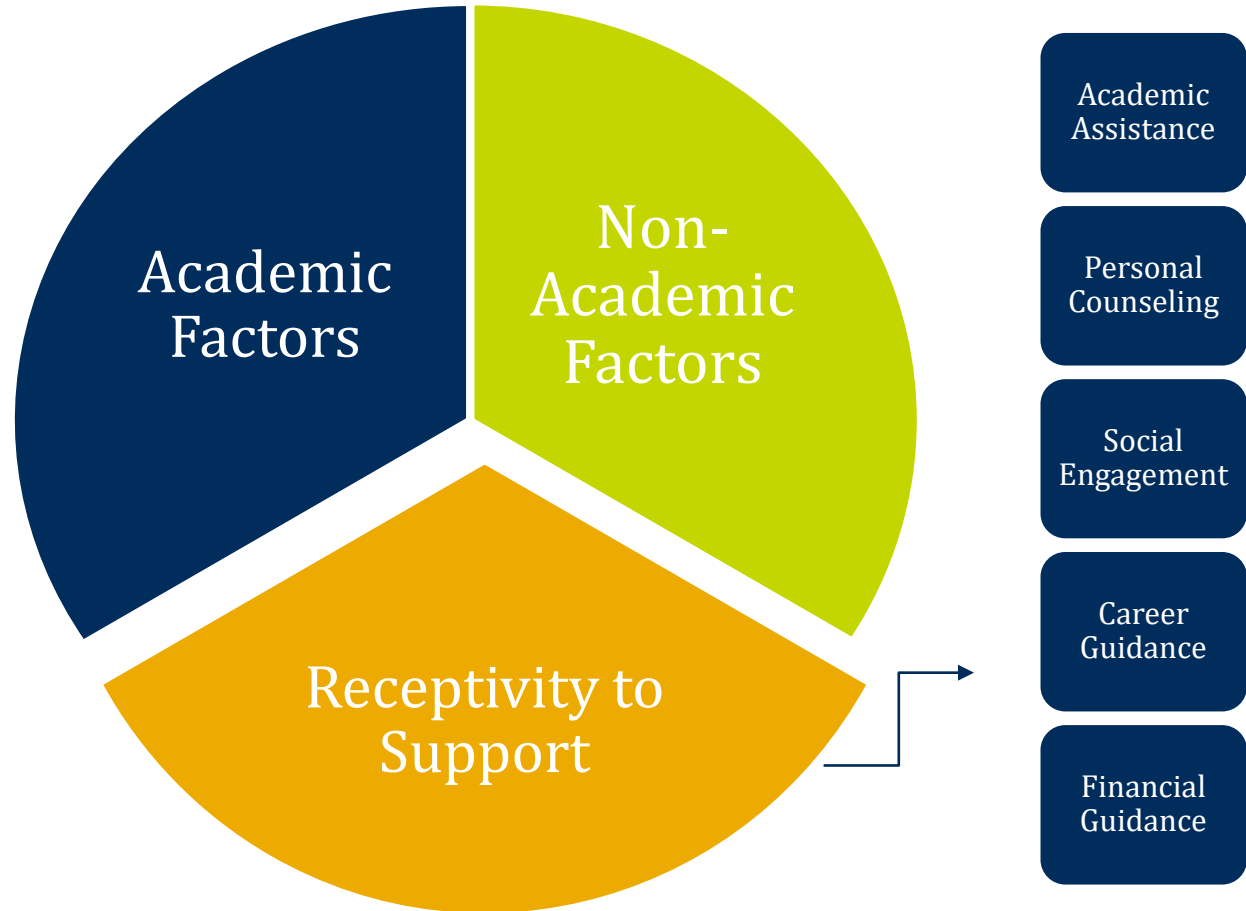
- Study Habits
- Reading Interests
- Verbal and Writing Confidence
- Math and Science Confidence
- Commitment to College
- Interactions with Previous Teachers




Student Motivation Variables



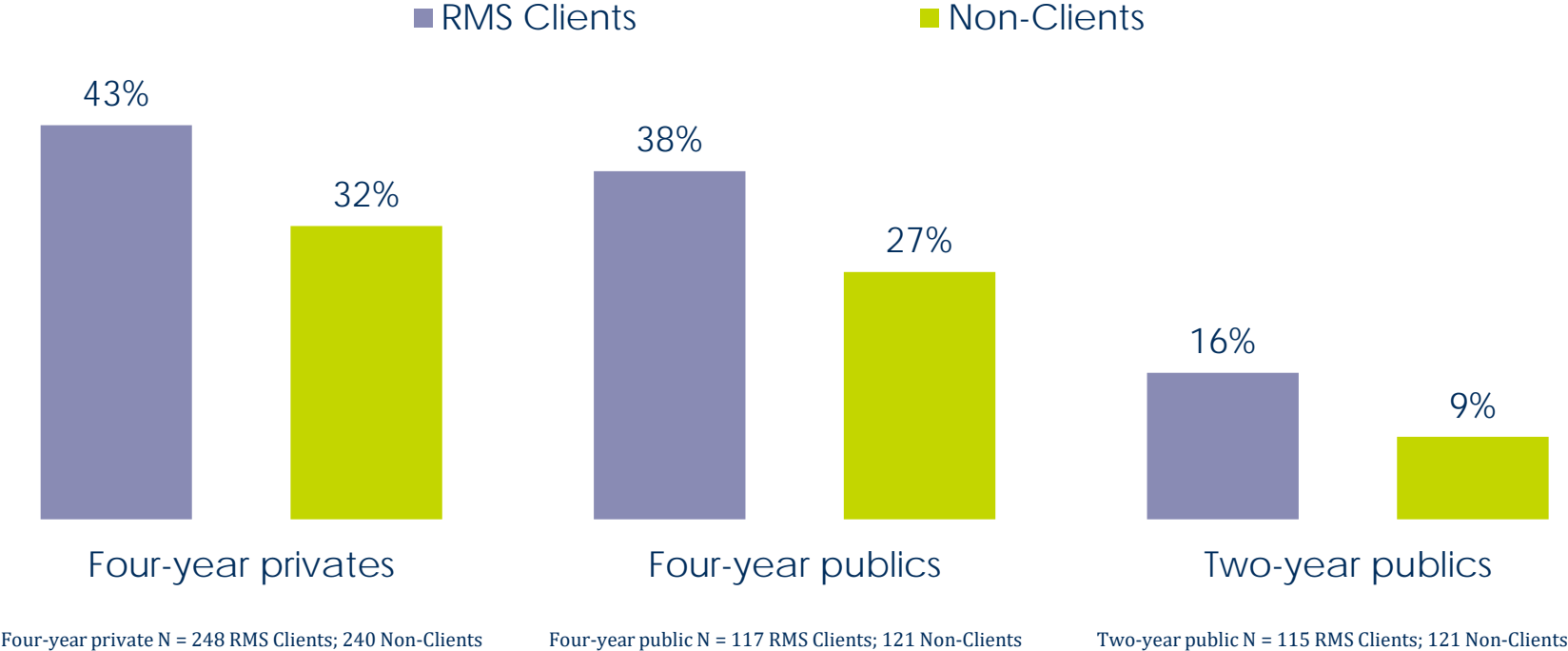
Student Motivation Variables



A blue-tinted photograph of three students in a classroom setting. A young woman with curly hair is in the center, smiling and looking down at a document. To her left, a young man is partially visible, also looking at the document. To her right, another young man is looking down, possibly writing. The background shows a whiteboard and classroom walls.

Student Success Plan: 1st Term → 4th Term

Graduation Rates for RMS Clients vs. Non-Clients Across Institution Types



RNL (2023). Internal Proprietary Data. Ruffalo Noel Levitz, Cedar Rapids, IA.
U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), [2018], Graduation Rates. Retrieved from <https://nces.ed.gov/ipeds/use-the-data> on 01/08/2023



What We Know: The First Two Years



2023 National First-Year Students and Their Motivation to Complete College Report

Data and insights on the challenges and opportunities for completing a college degree, based on an analysis of nearly 80,000 first-year college students



- Nearly 80,000 student responses
- Data from:
 - College Student Inventory
 - Mid-Year Student Assessment
 - Second-Year Student Assessment

Full report available:
RuffaloNL.com/FirstYear



Commitment to College

2022	4-YEAR PRIVATE	4-YEAR PUBLIC	2-YEAR PUBLIC	OVERALL
Strongly dedicated to finishing college	94%	95%	92%	94%

YEAR-TO-YEAR TREND	2019	2020	2021	2022
Strongly dedicated to finishing college	95%	95%	94%	94%

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Ruffalo Noel Levitz, LLC

Commitment to College

2022	4-YEAR PRIVATE	4-YEAR PUBLIC	2-YEAR PUBLIC	OVERALL
Wonder if college is worth the time, money, and effort	27%	28%	30%	28%

YEAR-TO-YEAR TREND	2019	2020	2021	2022
Wonder if college is worth the time, money, and effort	25%	26%	28%	28%

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Ruffalo Noel Levitz, LLC

Top 10 Requests: Incoming Freshmen

①	Would like to meet new friends at an informal gathering.....	73%
②	Help selecting an educational plan to get a good job.....	69%
③	Receive help to improve study habits.....	67%
④	Talk about qualifications needed for certain occupations.....	67%
⑤	Find out more about clubs and organizations at college.....	66%
⑥	Would like instruction on how to take college exams.....	65%
⑦	Talk with someone about getting a scholarship.....	63%
⑧	Talk with someone about salaries for future occupations.....	58%
⑨	Meet an experienced student to seek advice.....	55%
⑩	Help selecting an occupation suited to my interests.....	54%

Top 10 Requests: Mid-Point of the First Year

①	Receive help with an educational plan to prepare for a good job.....	52%
②	Discuss qualifications needed for various occupations.....	52%
③	Discuss salaries and future outlook for various occupations.....	52%
④	Discuss advantages and disadvantages of various occupations.....	51%
⑤	Receive help selecting an occupation suited to my interests and abilities.....	47%
⑥	Help in improving my study habits.....	42%
⑦	Instruction in effective ways to take college exams.....	40%
⑧	Help improving my math skills.....	39%
⑨	Help improving my writing skills.....	39%
⑩	Get information about opportunities for holiday or summer jobs.....	38%

Top 10 Requests: In the Second Year

- ① Identify work experiences or internships related to my major..... **67%**
- ② Define goals suited to my major or career interests(s)..... **55%**
- ③ Explore advantages and disadvantages of my career choice..... **54%**
- ④ Prepare a written academic plan for graduation..... **49%**
- ⑤ Discuss options for financing my education..... **48%**
- ⑥ Figure out the impact of my grades on my desired major..... **48%**
- ⑦ Find tutors in one or more of my courses..... **43%**
- ⑧ Get help with study skills (time management, taking notes, exam skills, etc.)..... **42%**
- ⑨ Find better ways to manage my personal finances (incl. loans, work, credit cards)..... **42%**
- ⑩ Find ways to balance the demands of school with work..... **42%**



Top 3 Areas of Concern

Social Engagement

Do students feel a sense of belonging?

REQUEST	4-YEAR PRIVATE	4-YEAR PUBLIC	2-YEAR PUBLIC	OVERALL
Would like to meet new friends at informal gathering	76%	79%	55%	73%
Find out more about clubs and organizations at college	67%	75%	48%	66%
Meet an experienced student to seek advice	54%	60%	46%	55%
Find out about student government and activities on campus	52%	55%	38%	50%

Reflects percentage of students who desire support.

Social Engagement

Action Steps

- Engage early
- Connect virtually
- Connect in-person
- Tailor events for specific student populations

Mental Health and Wellness

Are students' counseling needs being addressed?

WANT TO TALK WITH A COUNSELOR ABOUT	4-YEAR PRIVATE	4-YEAR PUBLIC	2-YEAR PUBLIC	OVERALL
General attitude toward school	17%	20%	20%	19%
Difficulties in social life	16%	17%	15%	16%
Emotional tensions	17%	17%	14%	16%
Feelings of discouragement and unhappy thoughts	14%	15%	13%	14%

Reflects percentage of students who desire support.

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Ruffalo Noel Levitz, LLC



Mental Health and Wellness

Action Steps

- Ensure resources are readily available
- Embed information in new student events and courses
- Provide easy access to services

Career Assistance

Are students provided a clear path for career guidance?

DESIRED CAREER GUIDANCE	4-YEAR PRIVATE	4-YEAR PUBLIC	2-YEAR PUBLIC	OVERALL
Help selecting an educational path to get a good job	69%	74%	62%	69%
Talk about qualifications needed for certain occupations	65%	70%	63%	67%
Talk with someone about salaries for future occupations	57%	62%	49%	58%
Help selecting an occupation suited to their interests	52%	58%	50%	54%
Talk about advantages/disadvantages of certain occupations	52%	57%	46%	53%

Reflects percentage of students who desire support.



Career Assistance

Action Steps

- Connect the dots between career-related activities and coursework
- Engage with faculty and staff
- Share outcomes data
- Communicate with parents



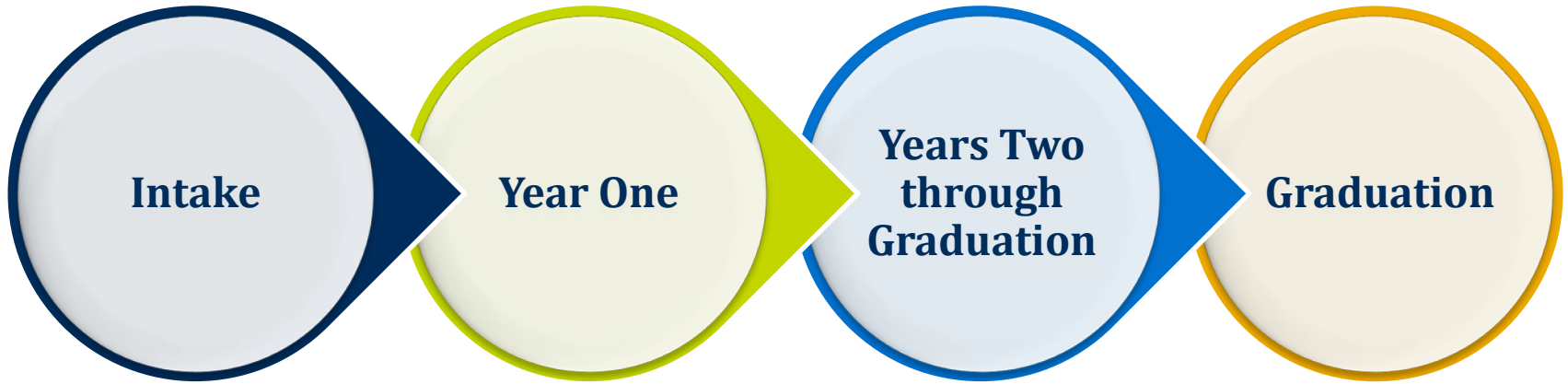
Are you
gathering
your own
student data?



RNL Retention Management Surveys (RMS)

Retention Management Surveys (RMS)

Early identification + early intervention to increase student success



CSI

College Student Inventory™

MYSA

Mid-Year Student Assessment™

SYSA

Second-Year Student Assessment™



College Student Inventory (CSI) – Advisor/Counselor Report

Report Name

College Student Inventory™
 Sample University
Advisor/Counselor Report

Shana Doe, ID#12345678
 Student Status: Not Applicable
 Gender: Female, Age: 18
 as of Month DD, YYYY

Student Identifying Information

Instructions

Instructions
 This is a report of Shana'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.

The 17 Scales

Motivational Assessment				Student Background Information	
Academic Motivation	Perc. Rank	Very Low	Very High	High School Academics	
Study Habits	43			Senior Year GPA	B+ Average
Reading Interests	85			Family Background	
Verbal and Writing Confidence	74			Racial/Ethnic Origin	White/Caucasian
Math and Science Confidence	68			Mother's/Guardian's Education	Some High School
Commitment to College	52			Father's/Guardian's Education	High School Diploma
Interactions with Previous Teachers	84			College Experience	
General Coping				Decision to Enroll	Many Months Before
Social Engagement	73			Degree Sought	Master's
Family Support	25			Plans to Work	1-10 Hours per Week
Capacity for Tolerance	97			Grouping Fields*	
Career Plans	86			Major	
Financial Security	9				
Receptivity to Support Services					
Academic Assistance	85				
Personal Counseling	85				
Social Engagement	95				
Career Guidance	51				
Financial Guidance	96				

Student Background Information

Internal Validity Excellent

Top 10 Specific Recommendations

Personal Success Plan for Shana

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 in finding a part-time job	9.1
Get help in finding a summer job	9.1
Get help in obtaining a scholarship	9.1
Get help in obtaining a loan	8.7
Get advice from an experienced student	7.8
Get help in meeting new friends	7.8
Get information about clubs and social organizations	7.8
Get information about student activities	7.4
Discuss advantages/disadvantages of careers	6.9
Get help with basic math skills	6.8

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



CSI – Coordinator Report

Summary Observations*

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

Overall Risk Index	5
Predicted Academic Difficulty	6
Educational Stress	6
Receptivity to Institutional Help	8

Predictive Analytics
within the CSI



College Student Inventory™

Sample University

Coordinator Report

Instructions

This is a report of Shana'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.

Shana Doe, ID#12345678
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as of Month DD, YYYY

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CSI – Aggregate/Cohort Report

College Student Inventory™ - Form B
Summary and Planning Report for Demonstration University
 CSI Completion Date

The strength of each recommendation is indicated by its mean priority score (0 = low; 10 = high):

**Top 10
 recommendations**

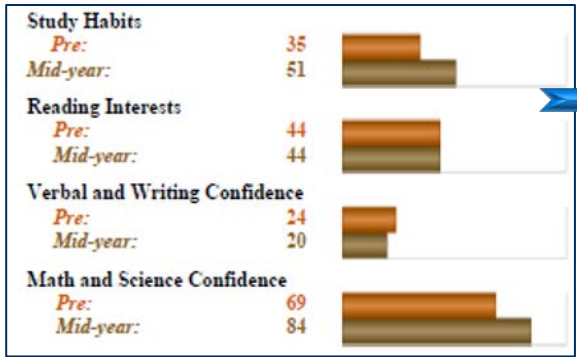
Section B

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	6.70	69%	Get help with study habits	6.77	72%
Get help with study habits	6.77	72%	Discuss the qualifications for careers	6.62	70%
Get help with writing skills	6.28	58%	Get help with exam skills	6.70	69%
Get help with basic math skills	6.22	58%	Discuss advantages/disadvantages of careers	6.15	60%
Get tutoring in selected areas	6.20	56%	Discuss job market for college graduates	6.26	59%
Get help with reading skills	5.96	53%	Get help with writing skills	6.28	58%
Discuss attitude toward school with counselor	5.50	18%	Get help with basic math skills	6.22	58%
Discuss an unwanted habit with counselor	5.12	28%	Get help in meeting new friends	6.24	57%
Discuss personal relationships and social life with counselor	5.37	34%	Get help in selecting a career	6.04	56%
Discuss family problems with counselor	5.06	27%	Get tutoring in selected areas	6.20	56%
Discuss emotional tensions with counselor	5.29	32%	Get information about clubs and social organizations	5.94	54%
Discuss unhappy feelings with counselor	5.27	32%	Get help in obtaining a scholarship	5.94	53%
Discuss the qualifications for careers	6.62	70%	Get help with reading skills	5.96	53%
Get help in selecting an academic program	5.79	50%	Get help in finding a part-time job	5.90	53%
Discuss job market for college graduates	6.26	59%	Get advice from an experienced student	5.84	50%
Get help in selecting a career	6.04	56%	Get help in selecting an academic program	5.79	50%
Discuss advantages/disadvantages of careers	6.15	60%	Get help in finding a summer job	5.63	49%
Get help in finding a part-time job	5.90	53%	Get information about student activities	5.74	47%
Get help in obtaining a loan	5.15	38%	Get help in obtaining a loan	5.15	38%
Get help in obtaining a scholarship	5.94	53%	Discuss personal relationships and social life with counselor	5.37	34%
Get help in finding a summer job	5.63	49%	Discuss emotional tensions with counselor	5.29	32%
Get help in meeting new friends	6.24	57%	Discuss unhappy feelings with counselor	5.27	32%
Get information about student activities	5.74	47%	Discuss an unwanted habit with counselor	5.12	28%
Get advice from an experienced student	5.84	50%	Discuss family problems with counselor	5.06	27%
Get information about clubs and social organizations	5.94	54%	Discuss attitude toward school with counselor	5.50	18%

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.

Mid-Year Student Assessment (MYSA) – Advisor/Counselor Report



Study Time Needed
Mid-year: More Than Expected

Work Plans
Pre: 1-10 hrs/wk
Mid-year: 0 (I do not work)

Degree Plans
Pre: Bachelor's
Mid-year: Bachelor's

College Plans *
Mid-year: Complete Degree Here

Instructions
 This reports details the changes in James' self-reported scores on the College Student Inventory™ (Pre-test) to now. The percentile ranks for both the Pre-test and the Mid-Year Student Assessment show how the scores 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 those shown on this report. (In the absence of a Pre-test, Motivational Assessment scores will not appear.)

Motivational Assessment	%ile Rank	Very Low	Very High	Student Information
Academic Motivation				Academics <i>Senior Year GPA:</i> B+ Average <i>First Term (projected):</i> A Average Academic Knowledge * <i>High School:</i> Highest 20% <i>College:</i> Highest 20% Academic Ability * <i>Pre:</i> Considerably Above Average (top 20%) <i>Mid-year:</i> Considerably Above Average (top 20%) Study Time Needed <i>Mid-year:</i> More Than Expected Work Plans <i>Pre:</i> 1-10 hrs/wk <i>Mid-year:</i> 0 (I do not work) Degree Plans <i>Pre:</i> Bachelor's <i>Mid-year:</i> Bachelor's College Plans * <i>Mid-year:</i> Complete Degree Here Family Background * <i>Racial/Ethnic Origin:</i> White/Caucasian <i>Mother's/Guardian's Education:</i> H.S. Diploma H.S. <i>Father's/Guardian's Education:</i> Diploma * Not Displayed on Student Report
Study Habits				
<i>Pre:</i>	35			
<i>Mid-year:</i>	51			
Reading Interests				
<i>Pre:</i>	44			
<i>Mid-year:</i>	44			
Verbal and Writing Confidence				
<i>Pre:</i>	24			
<i>Mid-year:</i>	20			
Math and Science Confidence				
<i>Pre:</i>	69			
<i>Mid-year:</i>	84			
Commitment to College				
<i>Pre:</i>	68			
<i>Mid-year:</i>	62			
Interactions with Previous Teachers				
<i>Pre:</i>	60			
<i>Mid-year:</i>	66			
General Coping				
Social Engagement				
<i>Pre:</i>	69			
<i>Mid-year:</i>	77			
Family Support				
<i>Pre:</i>	63			
<i>Mid-year:</i>	80			
Capacity for Tolerance				
<i>Pre:</i>	46			
<i>Mid-year:</i>	75			
Career Plans				
<i>Pre:</i>	36			
<i>Mid-year:</i>	31			
Financial Security				
<i>Pre:</i>	35			
<i>Mid-year:</i>	35			



MYSA – Cohort/ Aggregate Report

	Pre (CSI-Form B)	Mid-year (MYSA)	
Scales and Items	Receptivity Scales	Received help already	Would like to receive help

Summary and Planning Report for Sample College

Students' Needs and Interests

Scales and Items	Pre (CSI-Form B)	Mid-year (MYSA)			
	Receptivity Scales (percentile)	Received help already		Would like to receive help or information this term	
		YES	NO	YES	NO
Receptivity Academic Assistance	53				
Exam skills		134	174	101	207
Study habits		157	151	103	205
Writing skills		163	145	124	184
Math Skills		89	219	131	177
Tutoring		101	207	110	198
Reading skills		76	232	80	228
Receptivity to Career Guidance	61				
Qualification for occupations		115	193	165	143
Help with career/job plan		84	224	164	144
Salaries for occupations		66	242	165	143
Advantages/Disadvantages of occupations		72	236	161	147
Help selecting occupation of interest		97	211	163	145
Receptivity to Social Engagement	66				
New friends		74	194	41	227
Student government/campus activities		72	196	37	231
Clubs and social organizations		105	163	56	212

What are your students' enrollment plans at mid-point of their first year?

Reach out to those individuals who are ambivalent regarding their re-enrollment plans



College Plans	N/A	N/A	N	%
I plan to complete my degree/certificate at this college or university.			67	65.05
I plan to transfer to another college or university to complete my degree.			28	27.18
College is not right for me at this time, and I do not plan to re-enroll next term.			1	0.97
I have not made a decision about my plans for next term.			7	6.80

Second-Year Student Assessment (SYSA) – Student Report

Motivational Assessment

Your level of agreement with each of the scales below:
(Scale score of 100% = complete agreement)

Academic Motivation	Your Score	
Academic Confidence	82.1%	<div style="width: 82.1%;"></div>
Commitment to College	50.0%	<div style="width: 50%;"></div>
Engaged Learning	78.6%	<div style="width: 78.6%;"></div>
Social Motivation		
Leadership	78.6%	<div style="width: 78.6%;"></div>
General Coping		
Transition	45.7%	<div style="width: 45.7%;"></div>
Family Support	42.9%	<div style="width: 42.9%;"></div>
Sense of Financial Security	28.6%	<div style="width: 28.6%;"></div>
Miscellaneous		
Internal Validity	Excellent	



Motivational Assessment

Your level of agreement with each of the scales below:
(Scale score of 100% = complete agreement)

Academic Motivation	Your Score	
Academic Confidence	82.1%	<div style="width: 82.1%;"></div>
Commitment to College	50.0%	<div style="width: 50%;"></div>
Engaged Learning	78.6%	<div style="width: 78.6%;"></div>
Social Motivation		
Leadership	78.6%	<div style="width: 78.6%;"></div>
General Coping		
Transition	45.7%	<div style="width: 45.7%;"></div>
Family Support	42.9%	<div style="width: 42.9%;"></div>
Sense of Financial Security	28.6%	<div style="width: 28.6%;"></div>
Miscellaneous		
Internal Validity	Excellent	

Institutional Impressions

Your level of satisfaction with each of the areas below:
Each item is ranked by its satisfaction score (1 = low, 7 = high)

	Your Score
Variety of majors available here	7
Variety of courses available in my (desired) major	7
Degree of academic challenge in my classes here	7
My overall experience as a student at this institution	6
Frequency of interactions with my instructors	5
Frequency of communication with academic advisor	4
Opportunities: events and activities related to my major	4
Availability of service learning, internships, etc.	4
Adequacy of financial assistance available to me	4
Leadership opportunities in student government/other	4
Level of interaction with other students	4
Sense of belonging to the college community	4
Social life (both on and off campus)	3

Needs and Interests

Your receptivity to assistance in each area below:

Did you receive assistance last year?

Do you want to receive assistance this year?

Potential sources of assistance

	Did you receive assistance last year?	Do you want to receive assistance this year?	Potential sources of assistance
Academic Assistance			
Get help with study skills (time management, exam skills).	No	No	Talk with your instructors or your advisor about learning skills services available at your institution.
Find tutors in one or more of my courses.	No	Yes	
Advising			
Select an academic program or major.	No	Yes	Talk with your advisor or an instructor for assistance with questions about your major, academic plans, grades, or transfer issues.
Prepare a written academic plan for graduation.	No	Yes	
Figure out the impact of my grades on my desired major.	No	Yes	
Discuss transfer questions and issues.	No	Yes	
Career Planning			
Define goals suited to my major or career interest(s).	No	Yes	Visit your career services office to explore career options and work experiences that are right for you.
Explore advantages or disadvantages of my career choice.	No	Yes	
Identify work experiences or internships related to major.	No	Yes	
Finances			
Find ways to balance the demands of school with work.	No	No	Visit your financial aid office to get information about services available to assist you in one or more of these areas.
Discuss options for financing my education.	No	No	
Manage personal finances (loans, work, and credit cards).	No	No	
Personal Support			
Discuss difficulties in personal relationships or social life.	No	Yes	The office of student affairs can direct you to services in these areas.
Receive help with family issues that are distracting me.	No	Yes	
Find ways to deal with emotional tensions bothering me.	No	Yes	

Instructions

Marie, this is a report of your responses to the Second-Year Student Assessment. This institution provides many services to support your success, and we encourage you to take advantage of the assistance available. (See Needs and Interests section.) You should contact your advisor, counselor, or others who can help you connect with these services, especially if:

- your score is less than 50% for any of the individual scales in Motivational Assessment.
- your score is less than 5 on any item in Institutional Impressions.
- you indicated that you want to receive assistance this year in any area of Needs and Interests.

SYSA – Student Report

Marie Doe
Student Report

Instructions

Marie, this is a report of your responses to the Second-Year Student Assessment. This institution provides many services to support your success, and we encourage you to take advantage of the assistance available. (See Needs and Interests section.) You should contact your advisor, counselor, or others who can help you connect with these services, especially if:

- your score is less than 50% for any of the individual scales in Motivational Assessment.
- your score is less than 5 on any item in Institutional Impressions.
- you indicated that you want to receive assistance this year in any area of Needs and Interests.

Needs and Interests Your receptivity to assistance in each area below:	Did you receive assistance last year?	Do you want to receive assistance this year?	Potential sources of assistance
Academic Assistance Get help with study skills (time management, exam skills). Find tutors in one or more of my courses.	No No	No Yes	Talk with your instructors or your advisor about learning skills services available at your institution.
Advising Select an academic program or major. Prepare a written academic plan for graduation. Figure out the impact of my grades on my desired major. Discuss transfer questions and issues.	No No No No	Yes Yes Yes Yes	Talk with your advisor or an instructor for assistance with questions about your major, academic plans, grades, or transfer issues.

Institutional Impressions Your level of satisfaction with each of the areas below: Each item is ranked by its satisfaction score (1 = low, 7 = high)	Your Score
Variety of majors available here	7
Variety of courses available in my (desired) major	7
Degree of academic challenge in my classes here	7
My overall experience as a student at this institution	6
Frequency of interactions with my instructors	5
Frequency of communication with academic advisor	4
Opportunities: events and activities related to my major	4
Availability of service learning, internships, etc.	4
Adequacy of financial assistance available to me	4
Leadership opportunities in student government/other	4
Level of interaction with other students	4
Sense of belonging to the college community	4
Social life (both on and off campus)	3

Your receptivity to assistance in each area below:	Did you receive assistance last year?	Do you want to receive assistance this year?	Potential sources of assistance
Academic Assistance Get help with study skills (time management, exam skills). Find tutors in one or more of my courses.	No No	No Yes	Talk with your instructors or your advisor about learning skills services available at your institution.
Advising Select an academic program or major. Prepare a written academic plan for graduation. Figure out the impact of my grades on my desired major. Discuss transfer questions and issues.	No No No No	Yes Yes Yes Yes	Talk with your advisor or an instructor for assistance with questions about your major, academic plans, grades, or transfer issues.
Career Planning Define goals suited to my major or career interest(s). Explore advantages or disadvantages of my career choice. Identify work experiences or internships related to major.	No No No	Yes Yes Yes	Visit your career services office to explore career options and work experiences that are right for you.
Finances Find ways to balance the demands of school with work. Discuss options for financing my education. Manage personal finances (loans, work, and credit cards).	No No No	No No No	Visit your financial aid office to get information about services available to assist you in one or more of these areas.
Personal Support Discuss difficulties in personal relationships or social life. Receive help with family issues that are distracting me. Find ways to deal with emotional tensions bothering me.	No No No	Yes Yes Yes	The office of student affairs can direct you to services in these areas.



SYSA – Advisor Report

Robert's Background Information | **Institutional Impressions**
Level of satisfaction with each of the areas below:
Each item is ranked by its satisfaction score (1=low, 7=high)

Current Grade Point Average
3.5

Institutional Impressions	
Level of satisfaction with each of the areas below: Each item is ranked by its satisfaction score (1=low, 7=high)	
	Robert's Score
Frequency of communication with academic advisor	5
Level of interaction with other students	5
Adequacy of financial assistance available to me	4
Availability of service learning, internships, etc.	4
Frequency of interaction with my instructors	4
My overall experience as a student at this institution	4
Sense of belonging to the college community	4
Social life (both on and off campus)	4
Leadership opportunities in student government/other	4
Variety of majors available here	3
Degree of academic challenge in my classes here	3
Variety of courses available in (desired) major	2
Opportunities: events and activities related to my major	1

	Robert's Score
Frequency of communication with academic advisor	5
Level of interaction with other students	5
Adequacy of financial assistance available to me	4
Availability of service learning, internships, etc.	4
Frequency of interaction with my instructors	4
My overall experience as a student at this institution	4
Sense of belonging to the college community	4
Social life (both on and off campus)	4
Leadership opportunities in student government/other	4
Variety of majors available here	3
Degree of academic challenge in my classes here	3
Variety of courses available in (desired) major	2
Opportunities: events and activities related to my major	1



Received assistance last year?	Want to receive assistance this year?	Potential sources of assistance
Yes Yes	Yes Yes	Talk with your instructors or your advisor about learning skills services available at your institution.
Yes Yes No Yes	No No Yes Yes	Talk with your advisor or an instructor to assist you with questions about your major, plans, grades, or transfer.
Yes Yes No	Yes Yes Yes	Visit your career services office to explore career options and work experiences that are right for you.
Yes Yes Yes	Yes Yes Yes	Visit your financial aid office to get information about services available to assist you in one or more of these areas.
Yes Yes Yes	No No No	The office of student affairs can direct you to services in these areas.





Next Steps



Who is at risk?



Retention Opportunity

Fewer than half of colleges and universities use assessments to identify the needs of incoming students

48%

FOUR-YEAR PRIVATE

44%

FOUR-YEAR PUBLIC

30%

TWO-YEAR PUBLIC

Source: 2021 Effective Practices for Student Success, Retention, and Completion (RNL)

Assessing students delivers key benefits to campuses



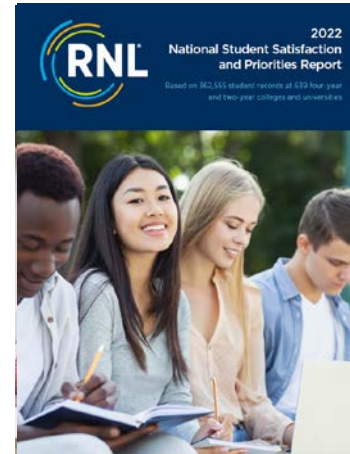
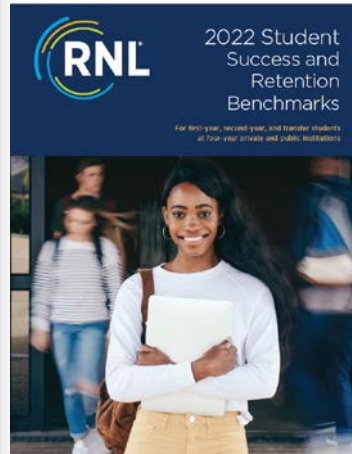
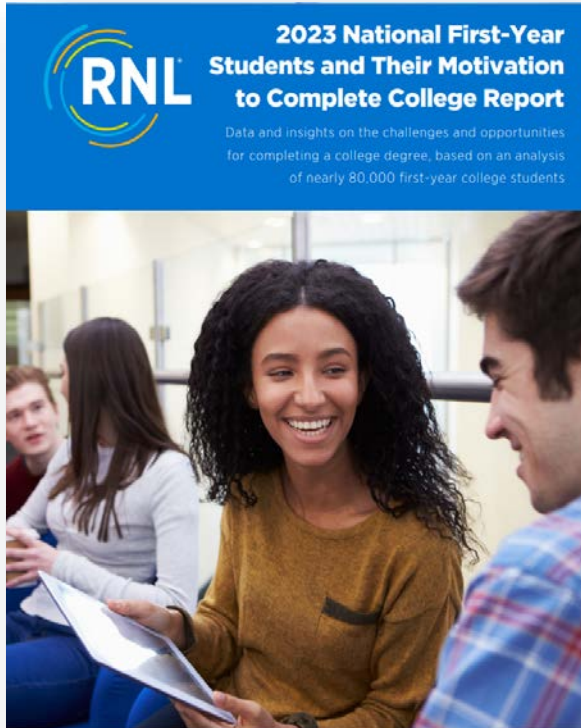
- Pinpoint optimal strategies for student success
- Match students to the services that meet their needs
- Increase yield rates
- Identify needs of special populations
- Make advising/success coaching more effective
- Intervene with students before they decide to withdraw



Questions and Comments



A focus on college completion initiatives



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RuffaloNL.com/Papers

We may have Retention Management Survey data on file for your institution . . .

Use this QR code and fill out the Google form.

We will be in touch with a high-level overview of the data we have on file for your institution.



Thank you for joining me!



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