



# RNL Student Success & Engagement: Retaining Your Students Through Proactive Strategies

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Student Success*

# Today's Session

1. RNL's approach to student success
2. Retention Surveys
3. Satisfaction and Priorities Surveys
4. Predictive Modeling and Analytics
5. Student Engagement Outreach
6. Consulting



# Overview

# RNL Student Success Solution

*We focus on the first four semesters of the student experience for undergraduate students and potentially the entire graduate population of a campus.*

*We have learned through many years of research at hundreds of colleges and universities that if a student persists and progresses to their third year for our four-year campuses, and year two for our two-year campuses, they are more likely to complete.*

# Key Benefits

## *Student Success Solution*

- Provides a holistic, data-informed set of tools to address retention and student success
- Supports retention and graduation goals with surveys at key points in a student's college experience
- Leverages consulting to connect the solutions to proven student success strategies
- Builds a campus-specific retention model to help campus leaders predict their students' retention likelihood
- Maximizes RNL's student survey expertise from implementation to data analysis
- Informs campuswide efforts including strategic planning, accreditation, and recruitment

# Investing in Your Students

## *Student Success Impacts Net Tuition Revenue*

### **Annual net tuition revenue at four-year institutions\***

- Private: \$14,385 per student
- Public: \$8,245 per student

### **Net Tuition Revenue gained over time**

1 more student graduates – Private 4-year: \$57,540, Public 4-year: \$32,980

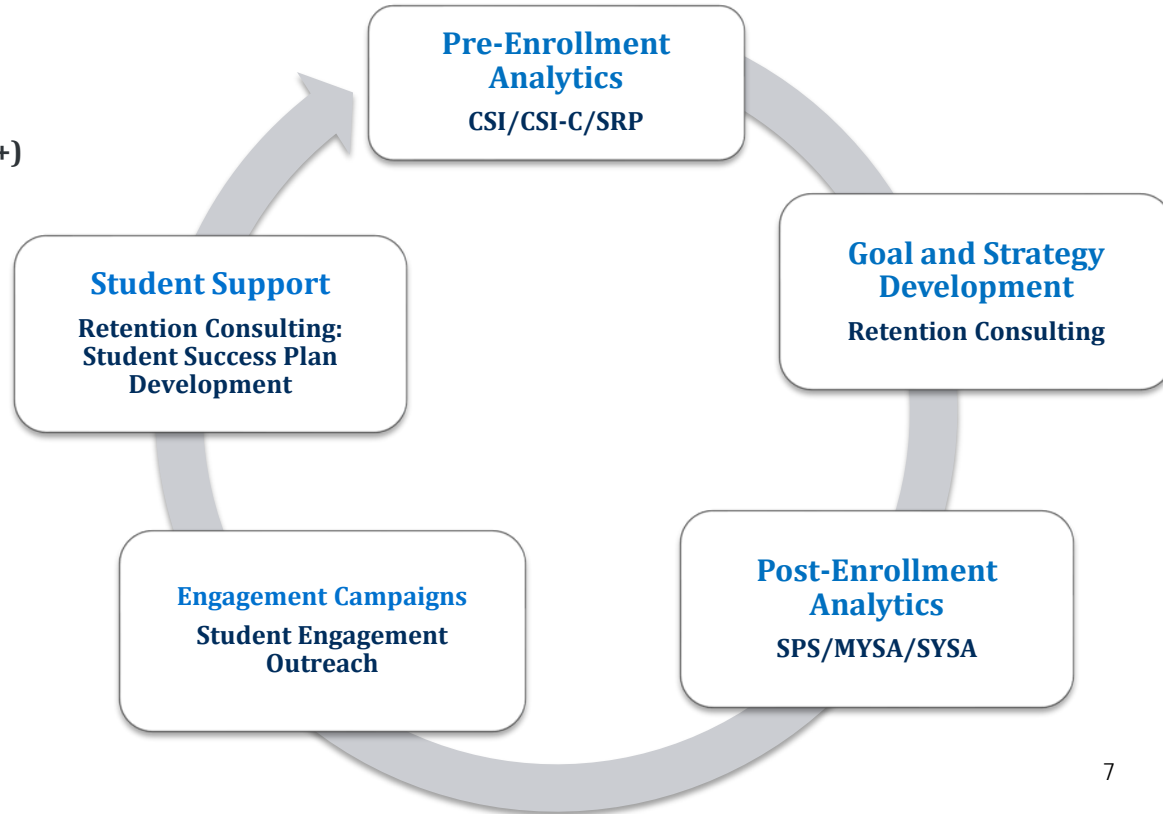
5 more students graduate – Private 4-year: \$287,700, Public 4-year: \$164,900

10 more students graduate – Private 4-year: \$575,400, Public 4-year: \$329,800

# RNL Student Success Solution

## *Proven Products, Engaging Strategies*

- **Satisfaction-Priorities Surveys (SPS)**
  - SSI/PSOL/ASPS
- **Retention Management System Plus (RMS+)**
  - CSI/MYSA/SYSA/CSI-C
- **Student Retention Predictor (SRP)**
- **Student Engagement Outreach**
  - Online and Telephone Survey
  - Email fulfillment
  - Visual Caller ID
  - Texting
- **Retention Consulting**
  - Goal and Strategy Development
  - Student Success Plan Development





# Retention Management Surveys (RMS)



# Retention Management Surveys (RMS)

A comprehensive suite of student success surveys and analytics that help you **identify** individual undergraduates at risk, **gauge receptivity** to assistance, and **immediately connect** students to campus resources.

For more information: [www.RuffaloNL.com/RMSPlus](http://www.RuffaloNL.com/RMSPlus)

# Retention Management System Plus (RMS+)

## Comprised of 3 different surveys:

**College Student Inventory (CSI):** Early alert system to identify at risk students, focus coaches on key concerns, and provide students with helpful resources ("pre-test")

**Mid-Year Student Assessment (MYSA):** Examines the non-cognitive motivational needs of students to show how you can adjust your coaching strategies ("post-test")

**Second-Year Student Assessment (SYSA):** Curb the sophomore slump by assessing non-cognitive and motivational needs of second year students.

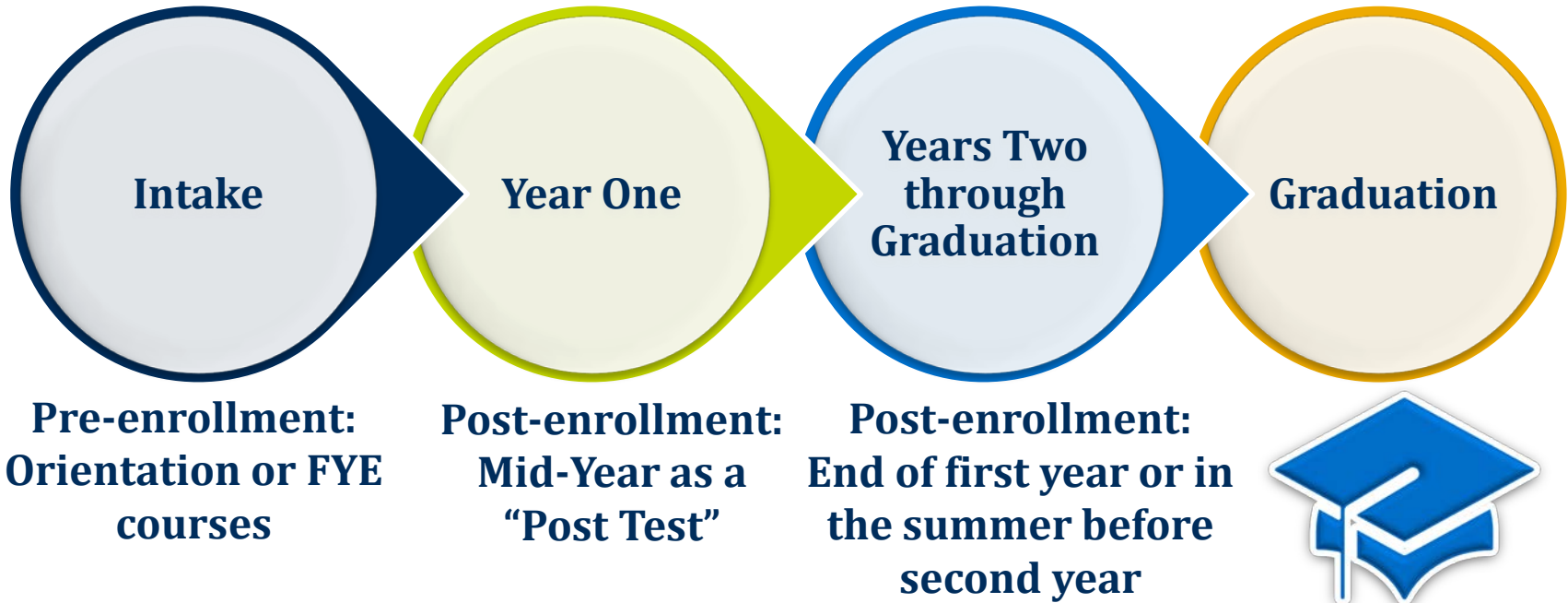
A comprehensive suite of non-cognitive, motivational needs surveys and analytics that help universities:



Identify which individuals are most at risk, gauge students' receptivity to assistance in key areas, and immediately engage at risk students.



# Early identification + early intervention to increase student success



# Understand Students' Needs: CSI/CSI-C

## Do you know the answers to these questions?

- What is a student's financial security?
- Does a student have good study habits?
- What is the student family support system?
- What is a student's reading / writing confidence?
- What is a student's math / science confidence?
- Does a student plan to work while on campus?
- What is a student self-perceived academic ability?
- How receptive is a student to receiving academic assistance, personal counseling, career guidance, or financial guidance?

High predicted risk  
+ High receptivity  
to help



Low hanging fruit  
for student  
success resources



# Sample Report: College Student Inventory

## Personal Success Plan for Stacey

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 summer job	7.4
Discuss personal relationships and social life with counselor	7.1
Discuss attitude toward school with counselor	7.0
Get help in finding a part-time job	7.0
Get help in obtaining a scholarship	7.0
Discuss emotional tensions with counselor	6.7
Get help with writing skills	6.4
Discuss job market for college graduates	6.4
Get help in selecting a career	6.4
Get help in selecting an academic program	6.4

## Other Indications\*

Desires to transfer



## Advisor/Counselor Report

### Instructions

This is a report of Stacey'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.

### Motivational Assessment

Academic Motivation	Perc. Rank	Very Low	Very High
Study Habits	43		
Reading Interests	16		
Verbal and Writing Confidence	77		
Math and Science Confidence	43		
Commitment to College	44		
Interactions with Previous Teachers	84		
<b>General Coping</b>			
Social Engagement	41		
Family Support	35		
Capacity for Tolerance	47		
Career Plans	26		
Financial Security	41		
<b>Receptivity to Support Services</b>			
Academic Assistance	51		
Personal Counseling	85		
Social Engagement	30		
Career Guidance	51		
Financial Guidance	79		

### Student Background Information

<b>High School Academics</b>	
Senior Year GPA	B+ Average
<b>Family Background</b>	
Racial/Ethnic Origin	White/Caucasian
Parent's/Guardian's Education	Some College
Parent's/Guardian's Education	Some College
<b>College Experience</b>	
Decision to Enroll	Many Months Before
Degree Sought	Master's
Plans to Work	0 Hours per Week
<b>Grouping Fields*</b>	
Program/Major	Accounting
Grouping 2	Response 1
Advisor	Phillips
Grouping 4	Assign 2
Course Section	FYE101-3

Internal Validity      Excellent

### Personal Success Plan for Stacey

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 summer job	7.4
Discuss personal relationships and social life with counselor	7.1
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Get help in finding a part-time job	7.0
Get help in obtaining a scholarship	7.0
Discuss emotional tensions with counselor	6.7
Get help with writing skills	6.4
Discuss job market for college graduates	6.4
Get help in selecting a career	6.4
Get help in selecting an academic program	6.4

### Notice

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

### Other Indications\*

Desires to transfer

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

# Understand Students' Needs: MYSA

## Mid-Year Student Assessment (MYSA) is the follow-up to the CSI

- Measures non-cognitive, motivational needs of students at the mid-point of the first year
- Allows campus teams to adjust interventions for individual students and groups based on current needs and receptivity to assistance
- Identifies changes in students' academic and social needs and concerns
- Determines where there are gaps between students' receptivity to support at the beginning of the year and their actual usage by mid-year

**In addition, MYSA assesses student satisfaction with nine aspects of the campus experience, creates benchmarks, and allows for 10 custom items**



*\* Insights pulled from our RNL Retention Management System CSI survey results*

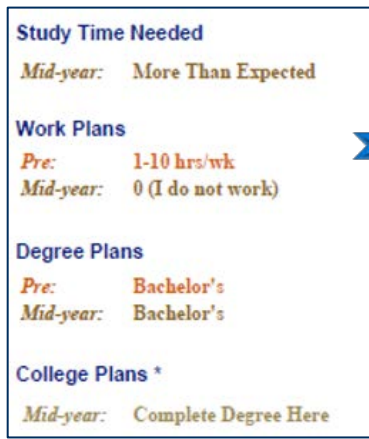
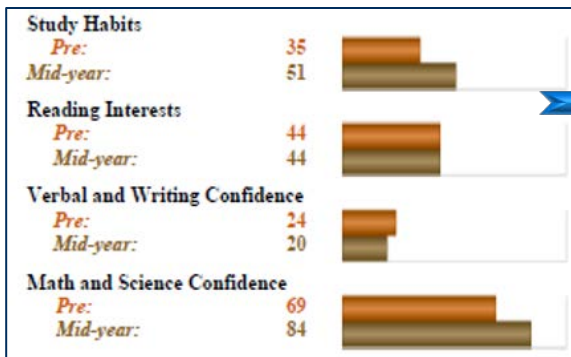
Gathering mid-year data for meaningful interventions



Early look at student satisfaction

# Sample Report:

## Mid-Year Student Assessment



### Mid-Year Student Assessment™ Advisor/Counselor Report

James Doe  
Male, ID#444444  
Sample College  
Mid-Year Sample

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

\* Not Displayed on Student Report



# Understand Students' Needs: SYSA

## Second-Year Student Assessment (SYSA)

- 68-item online assessment of second-year students' non-cognitive, motivational needs
- Identifies specific needs of second-year and transfer students, including:
  - Level of engagement
  - Commitment to college
  - Receptivity to assistance
- Compares students' receptivity to assistance in their second year with their use of campus services in their first year
- Gathers student intention to complete at your college, unsure of plans, or intentions to transfer

**The SYSA can be administered at the end of the first year or beginning of second year, and helps campuses provide a strong transition from first to second year.**



*\* Insights pulled from our RNL Retention Management System CSI survey results*

Focus on the second  
year transition



Understand  
students'  
intentions to  
complete



# Sample Report: Second-Year Student Assessment

**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.

Motivational Assessment	
Your level of agreement with each of the scales below: (Scale score of 100% = complete agreement)	
<b>Academic Motivation</b>	Your Score
Academic Confidence	82.1%
Commitment to College	50.0%
Engaged Learning	78.6%
<b>Social Motivation</b>	
Leadership	78.6%
<b>General Coping</b>	
Transition	45.7%
Family Support	42.9%
Sense of Financial Security	28.6%
<b>Miscellaneous</b>	
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%
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Transition	45.7%
Family Support	42.9%
Sense of Financial Security	28.6%
<b>Miscellaneous</b>	
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)	
Variety of majors available here	Your Score
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

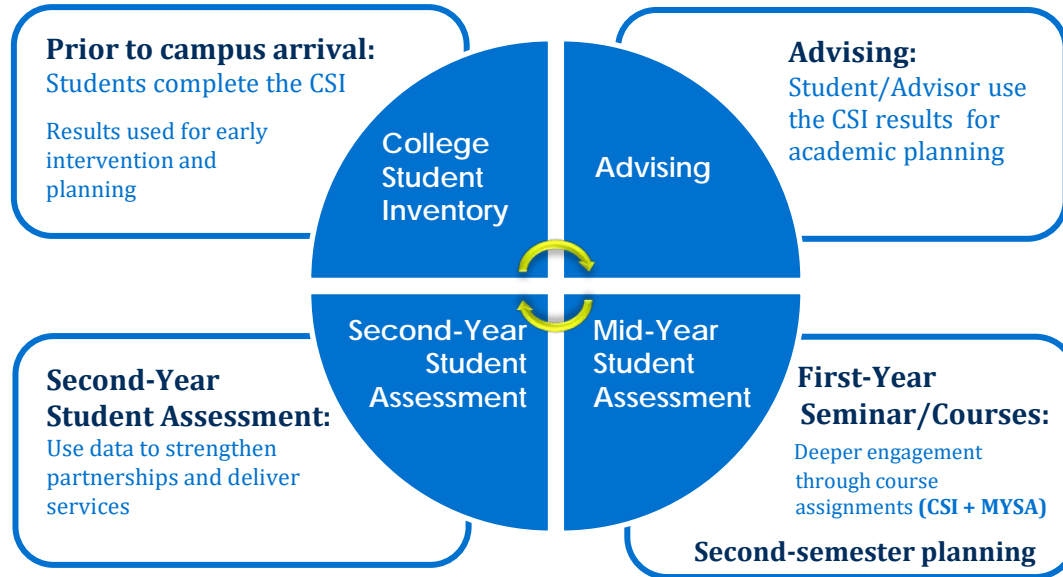
Needs and Interests			
Your receptivity to assistance in each area below:	Did you receive assistance last year?	Do you want to receive assistance this year?	Potential sources of assistance
<b>Academic Assistance</b>			
Get help with study skills (time management, exam skills).	No	No	Talk with your instructors or your advisor about learning skills services available at your institution.
Find tutors in one or more of my courses.	No	Yes	
<b>Advising</b>			
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	

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
<b>Academic Assistance</b>			
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	
<b>Advising</b>			
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	

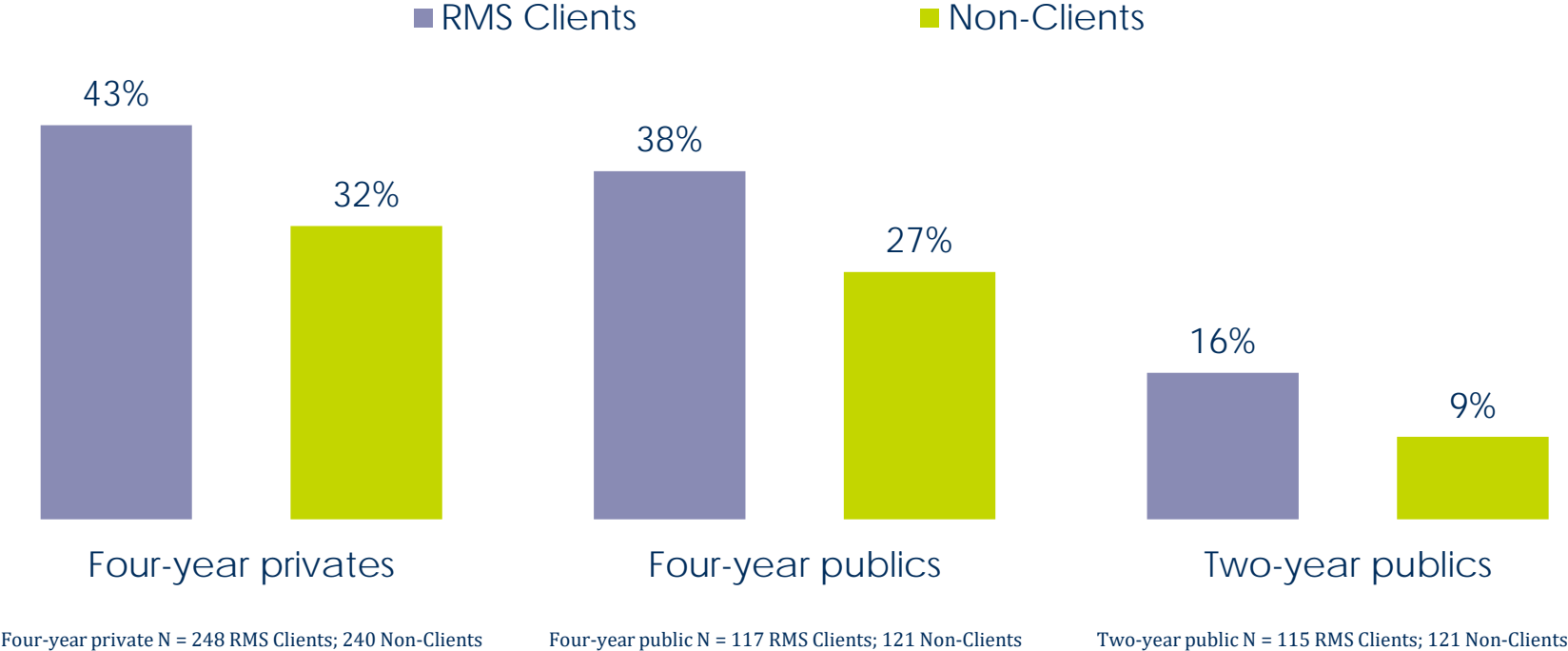


# Integrating RMS Plus

*Build a first- through fourth-term student success plan*



# 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>



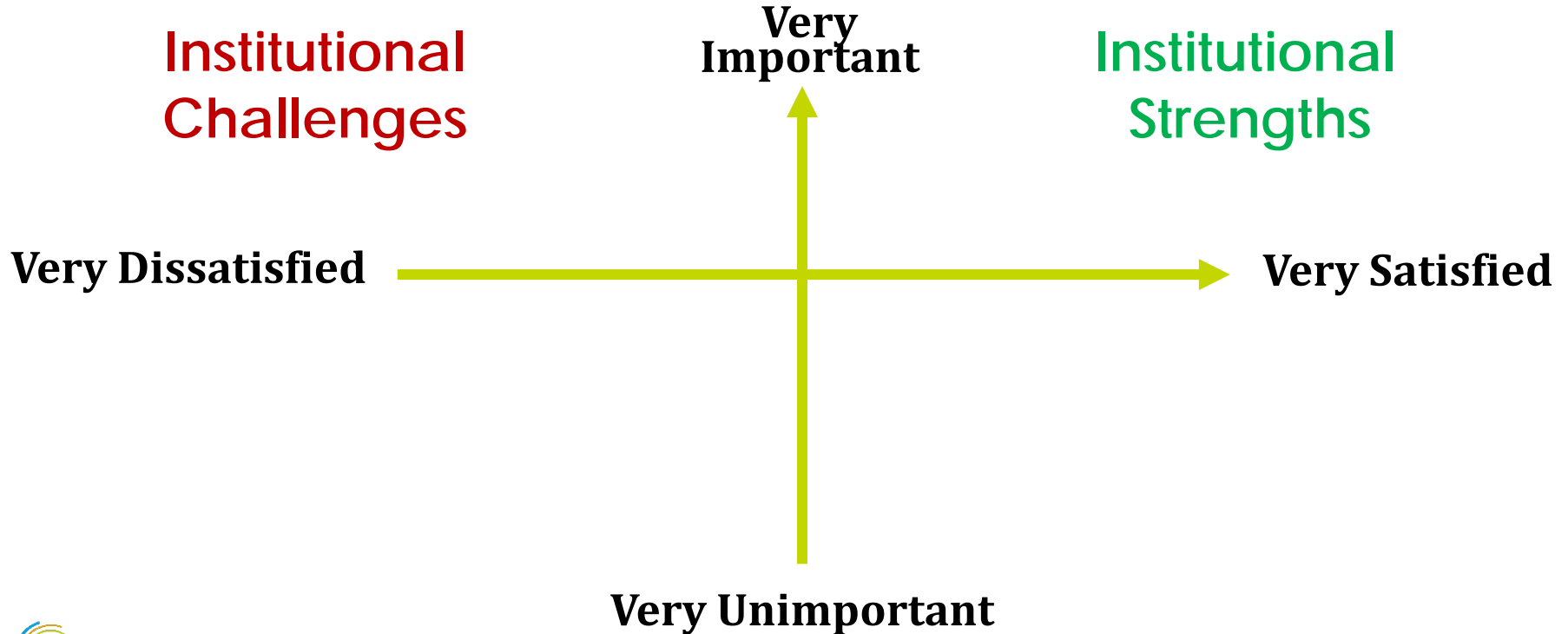
# Satisfaction- Priorities Surveys (SPS)

# Satisfaction-Priorities Surveys (SPS)

Satisfaction assessment instruments which help you identify not only how satisfied students are but also what is most important to them. This combination of data allows you to **celebrate** your institutional strengths and to **prioritize** your challenges.

With the results, you can make **data-informed decisions** for student success, strategic planning and accreditation activities.

# Matrix for prioritizing action



# Understand the priorities of your currently enrolled students

**Satisfaction** within  
the context



of what is  
**Important**  
to your students

## Satisfaction-Priorities Surveys™

- Comprehensive assessment across all class levels
- Captures experiences both inside and outside of the classroom
- Completed during the academic year (either fall or spring) with an online administration
- Results available in an interactive dashboard within three weeks
- Typically administered at least once every two years to track satisfaction shifts

# Satisfaction-Priorities Surveys

*Select the combination of surveys for your student populations*

**Student Satisfaction Inventory (SSI):**  
Traditional-aged students

**Adult Student Priorities Survey (ASPS):**  
Adult Graduate and Undergrad

**Priorities Survey for Online Learners (PSOL):** Students in Online Learning Programs

[www.RuffaloNL.com/SPSOverview](http://www.RuffaloNL.com/SPSOverview)



# SPS Results: Provide a clear indication of student identified strengths and challenges

## Strengths

Item
★ Campus item 5
★ Campus item 9
★ I am able to experience intellectual growth here.
★ Nearly all of the faculty are knowledgeable in their field.
★ This institution shows concern for students as individuals.
★ Students are made to feel welcome on this campus.
★ My academic advisor is approachable.
★ There is a commitment to academic excellence on this campus.
★ The campus staff are caring and helpful.
★ Faculty are usually available after class and during office hours.
★ Faculty care about me as an individual.
★ This institution has a good reputation within the community.

## Challenges

Item
🚩 The content of the courses within my major is valuable.
🚩 The campus is safe and secure for all students.
🚩 The instruction in my major field is excellent.
🚩 I am able to register for classes I need with few conflicts.
🚩 Tuition paid is a worthwhile investment.
🚩 Faculty are fair and unbiased in their treatment of individual students.
🚩 Adequate financial aid is available for most students.
🚩 Security staff respond quickly in emergencies.
🚩 There is a good variety of courses provided on this campus.
🚩 Faculty provide timely feedback about student progress in a course.
🚩 Adjunct faculty are competent as classroom instructors.
🚩 Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
🚩 Faculty take into consideration student differences as they teach a course.
🚩 There are adequate services to help me decide upon a career.
🚩 Counseling staff care about students as individuals.

# Main Report

## Demo - SSI 4YR 2023-Jan 2023

### Bottom Line Indicators

#### Satisfied / Very Satisfied

How satisfied are our students compared with students nationally?

Percentages below indicate the students indicating Satisfied/Very Satisfied.

71%

Our Institution

55%

National

#### Probably / Definitely Yes

How likely are our students to enroll again, if they had it to do over?

Percentages below indicate the students indicating Probably/Definitely yes.

77%

Our Institution

59%

National

### Top 5 Factors to Enroll

Item	Importance %
Financial aid as factor in decision to enroll.	88%
Cost as factor in decision to enroll.	77%
Academic reputation as factor in decision to enroll.	74%
Personalized attention prior to enrollment as factor in decision to enroll.	64%
Size of institution as factor in decision to enroll.	57%

### Gender

Demographic Responses	N	%
Female	170	68.27%
Male	79	31.73%
Prefer not to respond	0	0.00%
Transgender	0	0.00%
Genderqueer	0	0.00%
Additional gender category or Other	0	0.00%
Total	249	100.00%
No Answer	11	

### Class Level

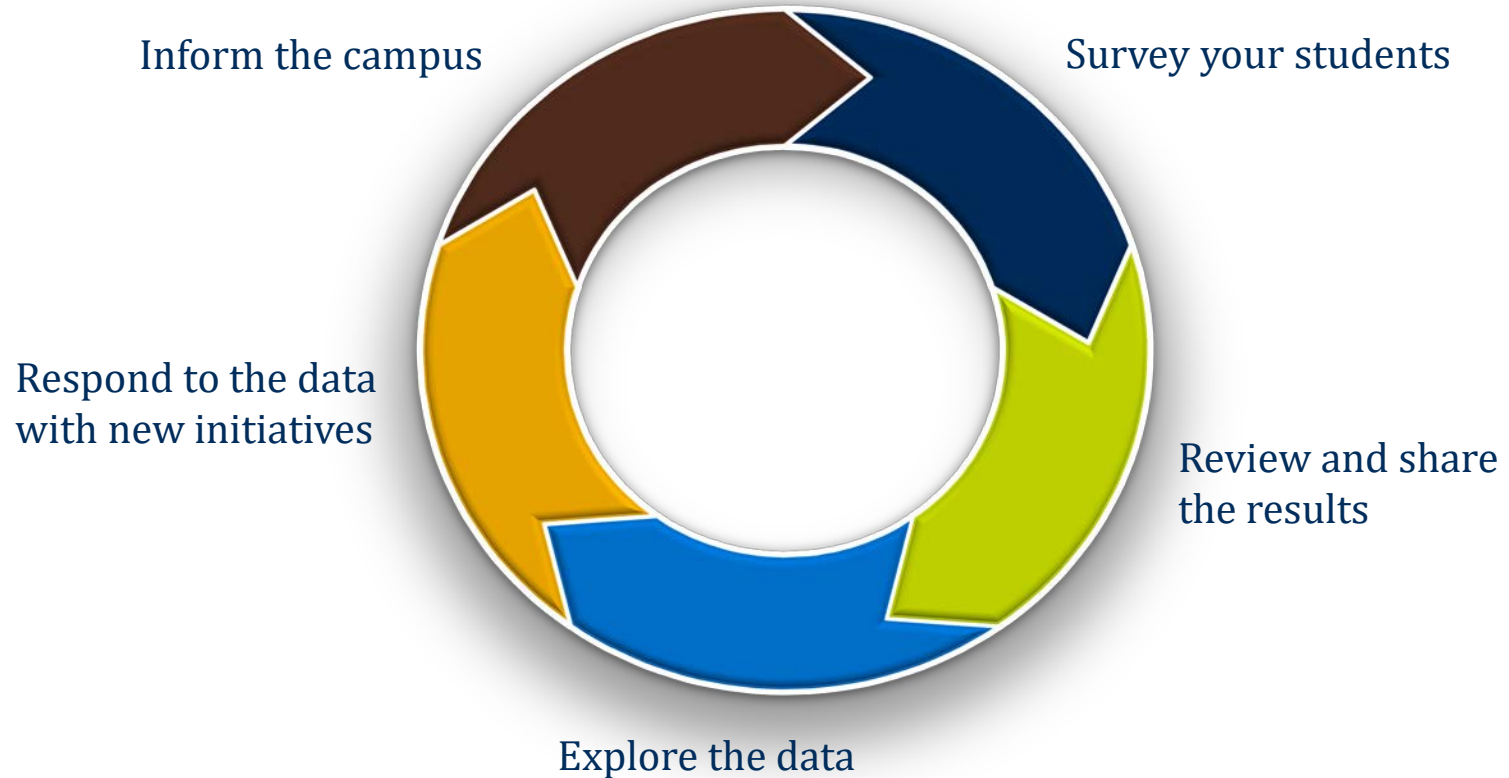
Demographic Responses	N	%
Freshman	60	24.19%
Sophomore	57	22.98%
Junior	74	29.84%
Senior	53	21.37%
Special student	1	0.40%
Graduate/Professional	0	0.00%
Other class level	3	1.21%
Total	248	100.00%
No Answer	12	

### Institutional Choice

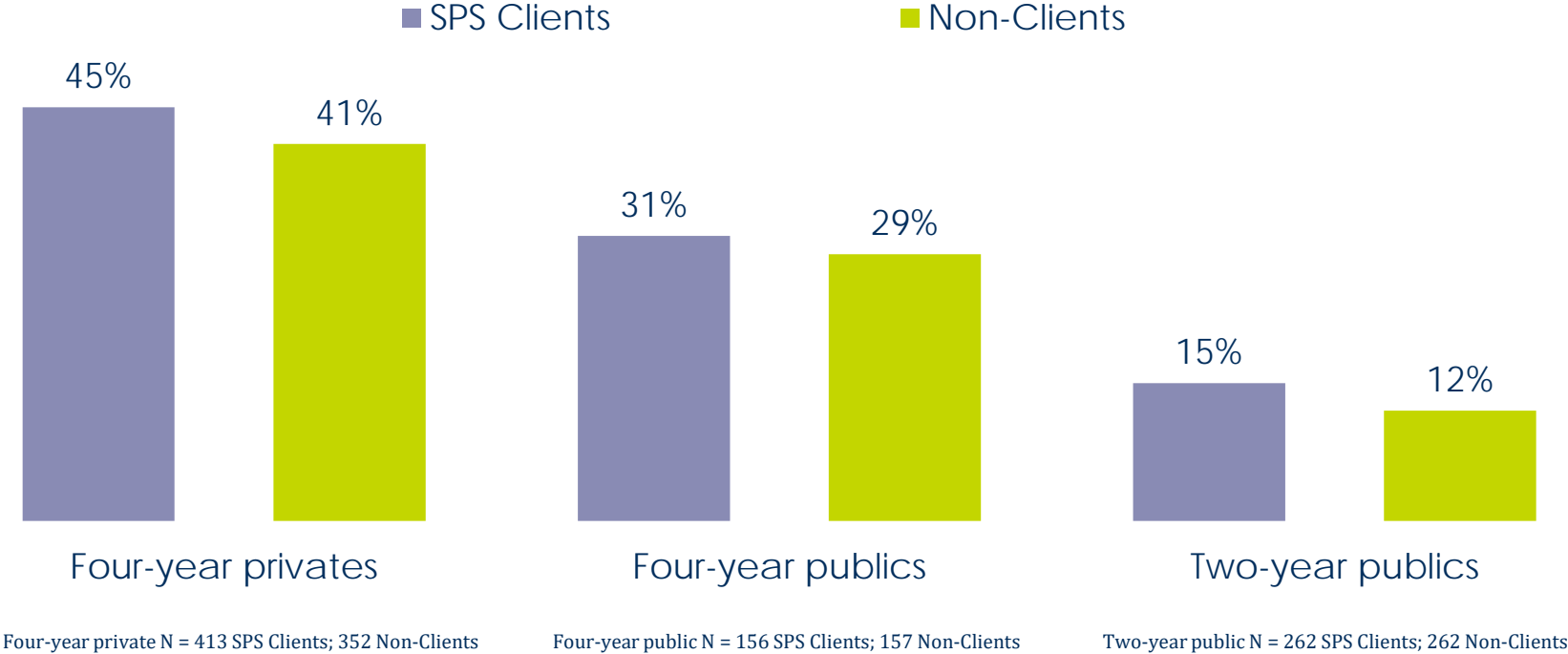
Demographic Responses	N	%
1st choice	190	76.92%
2nd choice	41	16.60%
3rd choice or lower	16	6.48%
Total	247	100.00%
No Answer	13	

Students attending their first-choice institution are more likely to have higher satisfaction levels overall.

# What you do after you survey matters...



# Graduation Rates for SPS 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>



# Student Retention Predictor

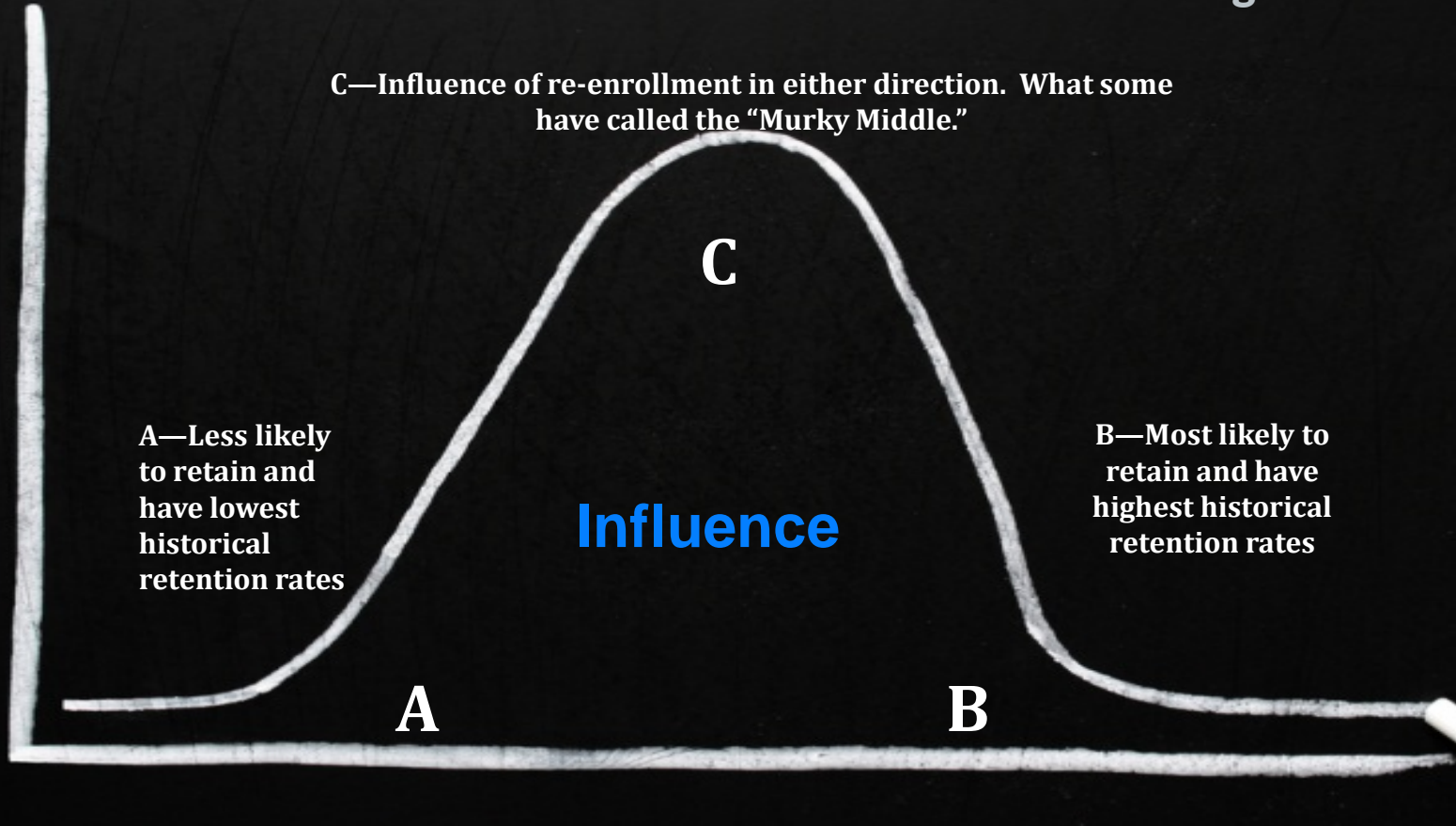
A background image showing a group of students sitting on bleachers. They are holding laptops and papers, suggesting a classroom or study session. The image is semi-transparent, allowing the text to be overlaid clearly.

# Predictive Analytics

*Data-driven insights* that help you understand and make better decisions for each student.

*Optimize and align your resources* by knowing the specific risk factors impacting retention at the individual student level and the aggregate grouping of the data by academic program, college, or campus.

# The Attrition Curve: Allows for Focused Strategies



# Student Retention Predictor (SRP)

- Personalized predictive models built for each institution's unique data set
- Appended data sets for more precise modeling
- Fully trained data model with two critical outcomes:
  - Cohort Retention Prediction
  - Every student has an individual score to determine risk (High/Med/Low)
- Models for specific cohorts:
  - First year modeling (terms 1-3)
  - Second year modeling (terms 3-5)
  - Transfer student modeling
- On-campus consulting to develop strategies and interventions based on the model and aligned with your retention goals

Personalized data modeling build for retention prediction.



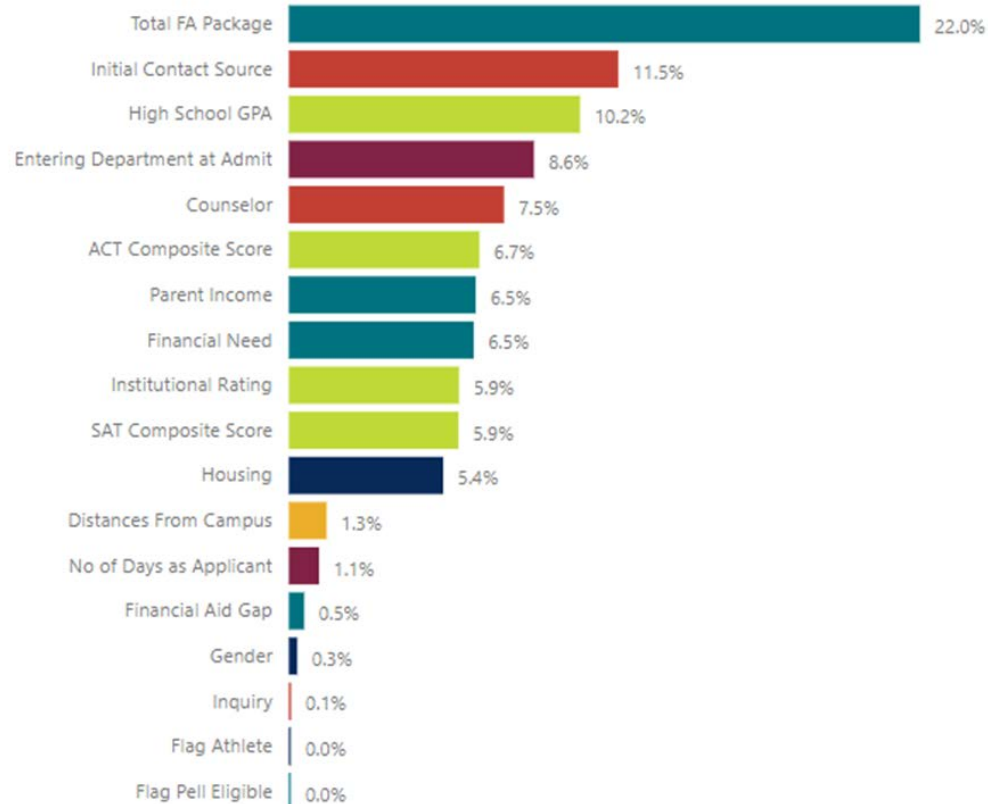
Know who is at risk and focus your interventions on the right students at the right time.





# A Unique Model for Each Institution and Cohort

## *Student Retention Predictor*



# Key Performance Indicators At-A-Glance

## Student Retention Predictor



Multiple filters for analysis

# Individual Ranking and Risk Level Groups

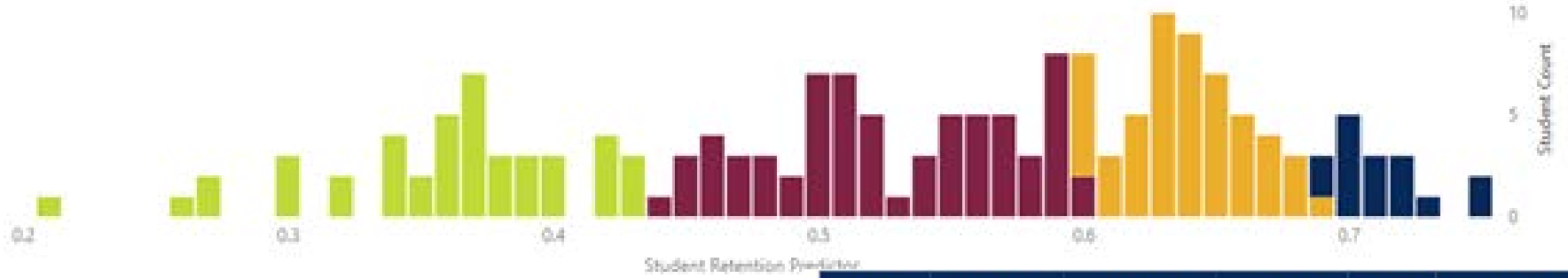
Student ID	First Name	Middle Name	Last Name	Prediction	Risk Level
Student 01	First Name 01	Middle Name 01	Last Name 01	0.57	2- Low Not Persisted
Student 02	First Name 02	Middle Name 02	Last Name 02	0.63	3- Low Persisted
Student 03	First Name 03	Middle Name 03	Last Name 03	0.72	4- High Persisted
Student 04	First Name 04	Middle Name 04	Last Name 04	0.65	3- Low Persisted
Student 05	First Name 05	Middle Name 05	Last Name 05	0.49	2- Low Not Persisted
Student 06	First Name 06	Middle Name 06	Last Name 06	0.64	3- Low Persisted
Student 07	First Name 07	Middle Name 07	Last Name 07	0.61	3- Low Persisted

Risk Level	Model Score	Student	Persist	Not Persist	%Persisted	%Non Persisted	Persistence Rate
1- High Not Persisted	0.3232 - 0.3383	3	1	2	0.18%	0.36%	33.33%
2- Low Not Persisted	0.3628 - 0.5492	195	105	90	18.99%	16.27%	53.85%
3- Low Persisted	0.5402 - 0.7562	367	228	139	41.23%	25.14%	62.13%
4- High Persisted	0.7570 - 0.9377	251	219	32	39.60%	5.79%	87.25%
<b>Total</b>		<b>816</b>	<b>553</b>	<b>263</b>	<b>100.00%</b>	<b>47.56%</b>	<b>67.77%</b>

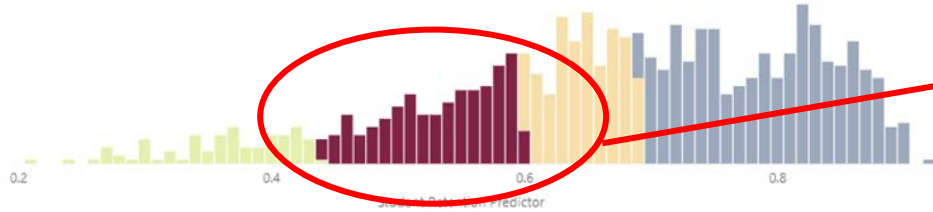
# Build Strategies Around Four Risk Level Groups

## *High/Low Not Persisted & Low/High Persisted*

● 1- High Not Persisted ● 2- Low Not Persisted ● 3- Low Persisted ● 4- High Persisted



● 1- High Not Persisted ● 2- Low Not Persisted ● 3- Low Persisted ● 4- High Persisted



Student ID	First Name	Middle Name	Last Name	Prediction	Risk Level
Student 01	First Name 01	Middle Name 01	Last Name 01	0.57	2- Low Not Persisted
Student 05	First Name 05	Middle Name 05	Last Name 05	0.49	2- Low Not Persisted
Student 1003	First Name 1003	Middle Name 1003	Last Name 1003	0.56	2- Low Not Persisted
Student 1007	First Name 1007	Middle Name 1007	Last Name 1007	0.49	2- Low Not Persisted
Student 1014	First Name 1014	Middle Name 1014	Last Name 1014	0.60	2- Low Not Persisted
Student 1018	First Name 1018	Middle Name 1018	Last Name 1018	0.51	2- Low Not Persisted
Student 1022	First Name 1022	Middle Name 1022	Last Name 1022	0.59	2- Low Not Persisted

# Adding Survey Data to Impact Score

## *Student Retention Predictor + CSI*

Student ID	First Name	Middle Name	Last Name	Prediction	Risk Level	SRP Prediction
Student 52	First Name 52	Middle Name 52	Last Name 52	0.51	3- Low Persisted	0.56
Student 689	First Name 689	Middle Name 689	Last Name 689	0.51	3- Low Persisted	0.72
Student 122	First Name 122	Middle Name 122	Last Name 122	0.51	3- Low Persisted	0.61
Student 229	First Name 229	Middle Name 229	Last Name 229	0.51	3- Low Persisted	0.60
Student 180	First Name 180	Middle Name 180	Last Name 180	0.51	3- Low Persisted	0.59
Student 96	First Name 96	Middle Name 96	Last Name 96	0.51	3- Low Persisted	0.55
Student 102	First Name 102	Middle Name 102	Last Name 102	0.51	3- Low Persisted	0.72



# Student Engagement

# Student Engagement Calling Campaign

A multi-channel approach to early intervention



Targeted outreach, based on predictive analytics



**Entire first-year population included in outreach**



**Email series with survey link and next-day fulfillment**



**Personal outreach and phone survey**



**Text messaging**



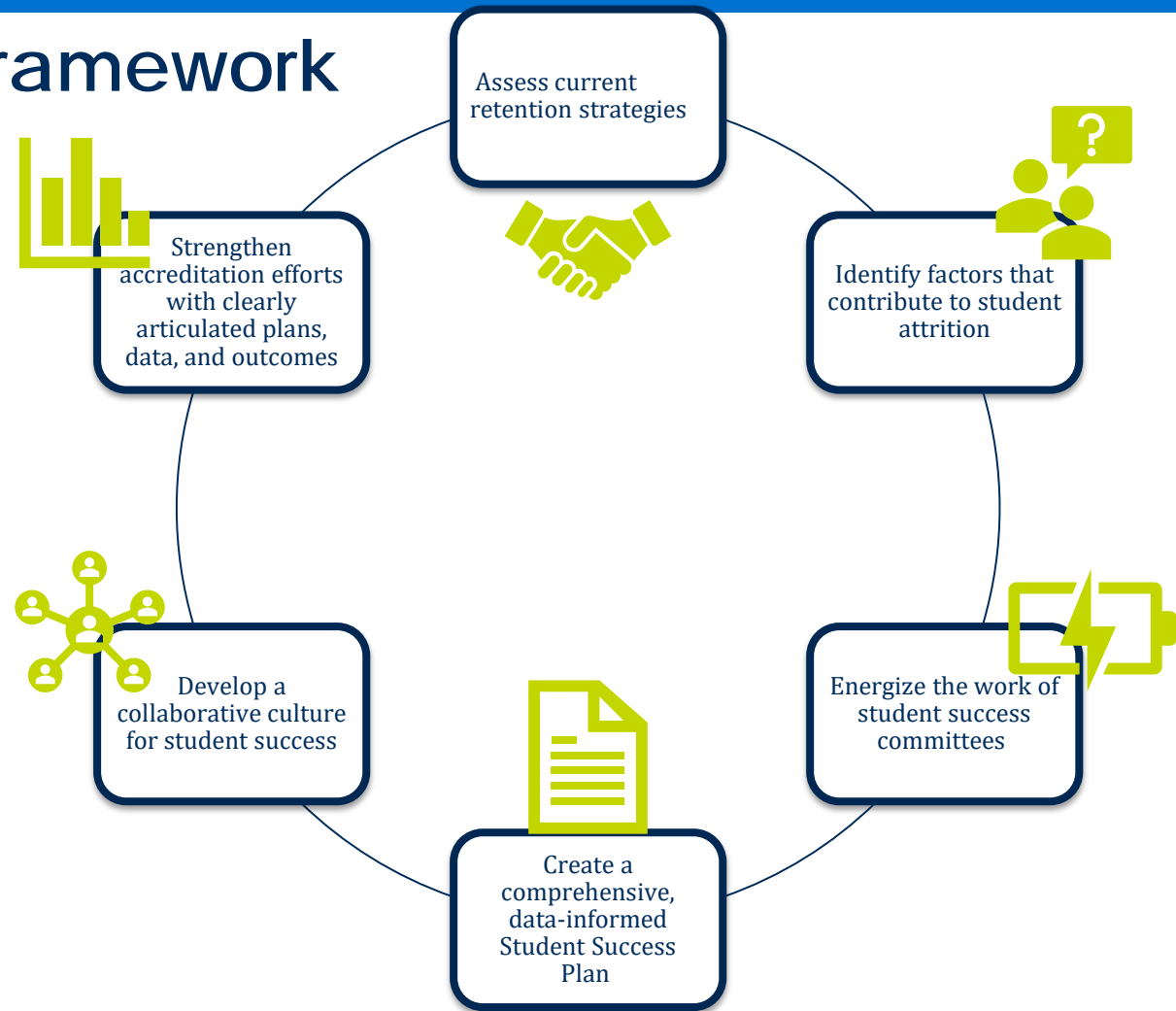
**Consulting to interpret data, develop strategies, and train and empower campus team**



Consulting



# Consulting Framework



# Thank You!

Wes Butterfield, Senior Vice President, Student Success

Sheri Erkel, Ph.D., Vice President, Retention Consulting, Student Success

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