



Strengthening Student Success and Retention Initiatives  
with the Retention Management System (RMS) *Plus*™



# Welcome and Overview of the Retention Management System™ (RMS)

# Today's Agenda

- Welcome
- Overview of the Retention Management System™ (RMS)
  - RMS Overview
  - CSI Individual and Aggregate Reports
- Increasing Student Engagement with the College Student Inventory™ (CSI)
  - Making a Difference: Your Critical Role with Students
  - Resources to Support Your Efforts
  - Retention Data Center
- Overview of the Mid-Year Student Assessment™ (MYSA)
  - MYSA Individual and Aggregate Reports
- Wrap-up: Implementation and discussion

# A conceptual framework for retention:

Entering  
Student  
Variables



Student  
Motivation  
Variables



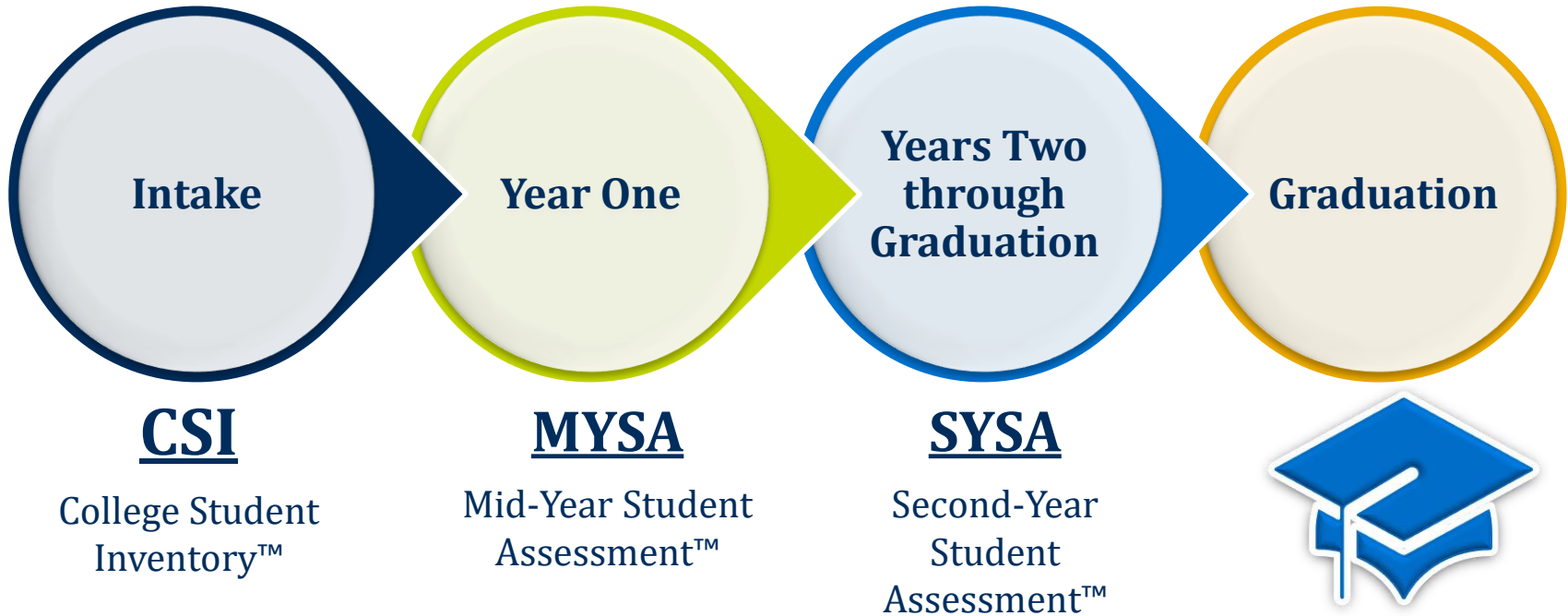
Student  
Integration  
Variables



Student's  
Likelihood  
to Persist

# Retention Management System

Early identification + early intervention to increase student success



# Retention Management System

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.

# The College Student Inventory

- Identifies students' strengths, challenges, and **receptivity to support**
- Recommendations for **early interventions**
- Incorporate into **student success plan**
- **Link students** to campus resources and services



# Students' responses to the inventory are provided in aggregate and individual reports:

## *Individual Reports:*

- Advisor/Counselor Report
- Student Report
- Coordinator Report

## *Aggregate Reports:*

- Summary Report
- Integrated Summary Observations with Receptivity Report



# A closer look at the CSI scales:

## *Academic Motivation*

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

## *General Coping*

- Social Engagement
- Family Support
- Capacity for Tolerance
- Career Plans
- Financial Security

## *Receptivity to Support Services*

- Receptivity to Academic Assistance
- Receptivity to Personal Counseling
- Receptivity to Social Engagement
- Receptivity to Career Guidance
- Receptivity to Financial Guidance

## *Background Information*

- Plans to Work
- High School GPA
- Racial/Ethnic Origin
- Parent 1/Guardian's Highest Level of Education
- Parent 2/Guardian's Highest Level of Education
- Highest Degree Sought
- General Academic Knowledge
- Perceived Academic Ability
- Decision to Apply for College
- Desire to Transfer



# Understanding the Scales of the CSI

# Academic Motivation

These scales relate to the student's capacity to develop long-term goals and to practice the self-discipline that is necessary to maintain and achieve these goals.

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



College Student Inventory™

CSI Form B Sample Report

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

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

## Instructions

Shane, this is an interpretive report of your responses to the College Student Inventory. Its purpose is to help you identify your special interests and needs. The percentile ranks show how you compare to a larger sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than yours. Since they are based on questionnaire information alone, they may give only a rough indication of your true attitudes. Your advisor or counselor will help you understand your scores and find the services you desire.

## Your Motivational Assessment

Academic Motivation	Perc. Rank	Very Low	Very High
Study Habits	10		
Reading Interests	4		
Verbal and Writing Confidence	33		
Math and Science Confidence	90		
Commitment to College	31		
Interactions with Previous Teachers	72		

## General Coping

Social Engagement	26		
Family Support	70		
Capacity for Tolerance	92		
Career Plans	40		
Financial Security	18		

## Receptivity to Support Services

Academic Assistance	76		
Personal Counseling	29		
Social Engagement	24		
Career Guidance	61		
Financial Guidance	81		

Internal Validity      Excellent

## Your Personal Success Plan

The strength of your recommendations is indicated by its priority score(0 to 3.5 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

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

## About You

### High School Academics

Senior Year GPA      B Average

### Family Background

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

### College Experience

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

## Notice

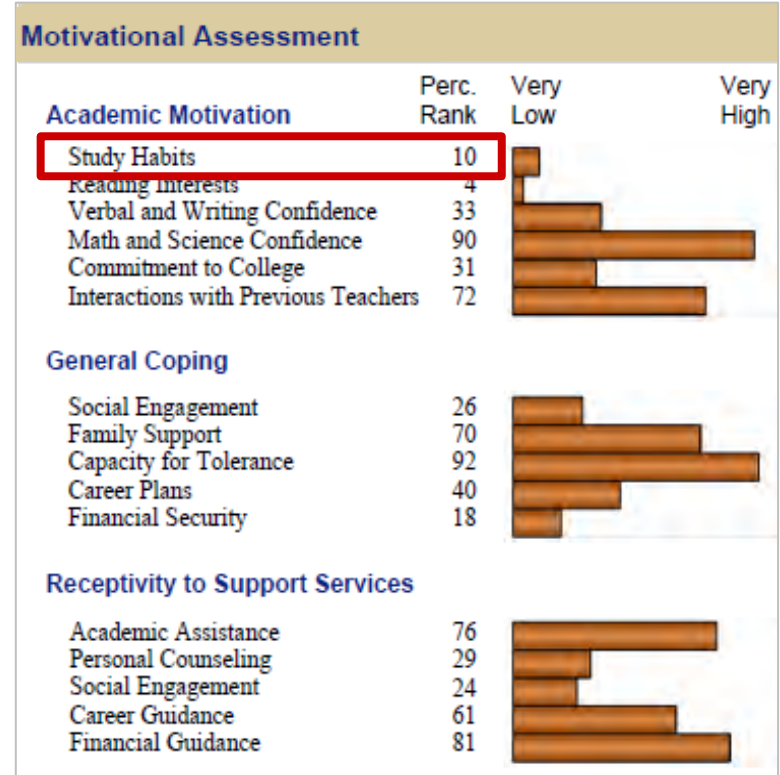
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# Study Habits

Measures students' willingness to make the sacrifices needed to achieve academic success.

Focuses on effort, rather than interest in intellectual matters.

*“I study very hard for all my courses, even those I don't like.”*

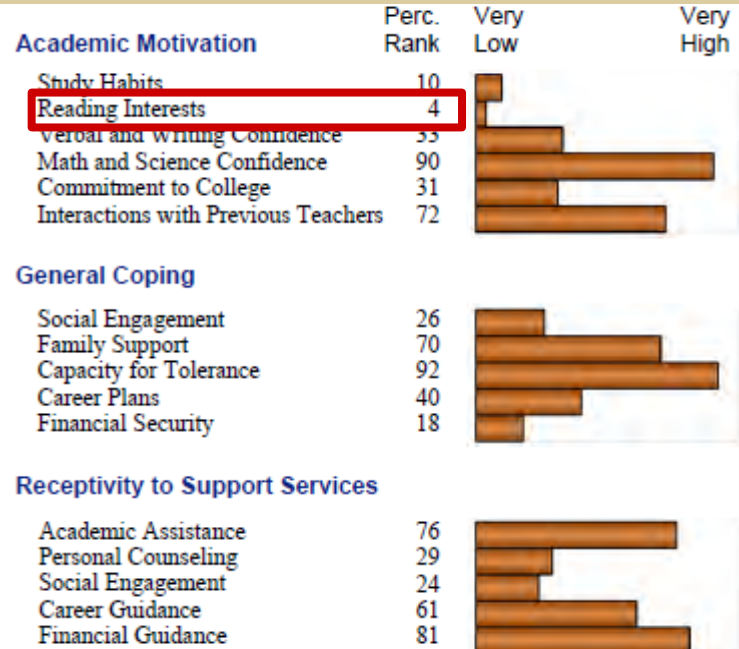


# Reading Interests

Measures students' enjoyment of the actual learning process and the degree to which the student enjoys reading and discussing serious ideas.

*“Over the years, books have broadened my horizons and stimulated my imagination.”*

## Motivational Assessment

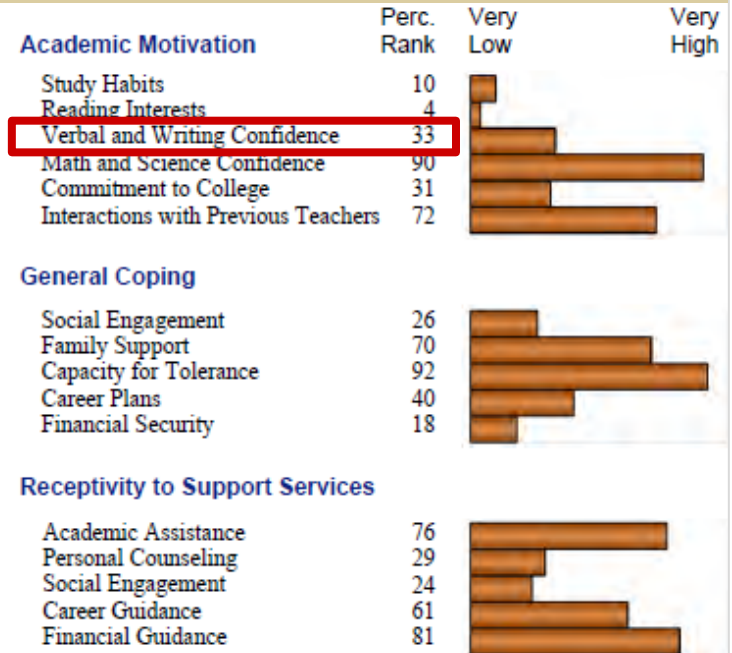


# Verbal and Writing Confidence

Measures the degree to which the student feels capable of doing well in courses that heavily emphasize reading, writing, and public speaking.

*“I am capable of writing a very clear and well-organized paper.”*

## Motivational Assessment

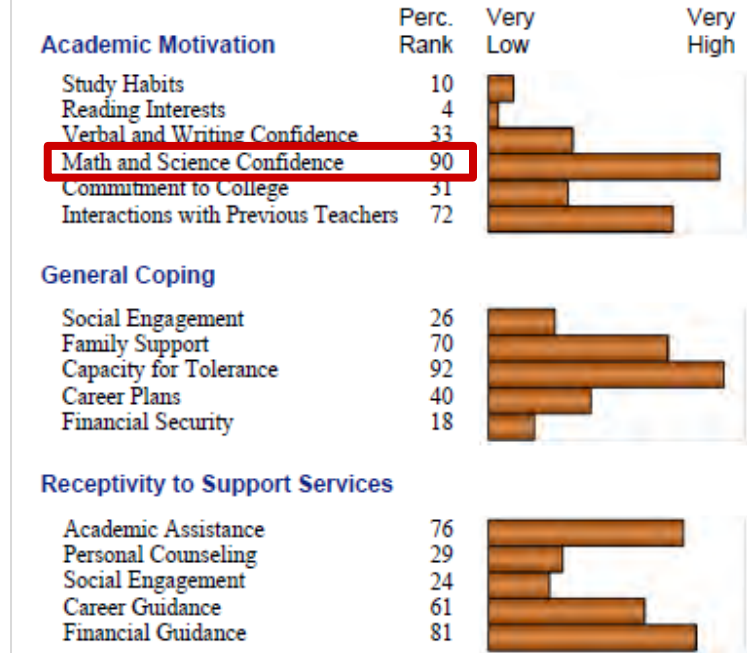


# Math and Science Confidence

Measures the degree to which the student feels capable of doing well in math and science courses. Not intended as a substitute for aptitude assessment, but rather as an indicator of belief in oneself relative to this type of task.

*“Math has always been a challenge for me.”*

## Motivational Assessment

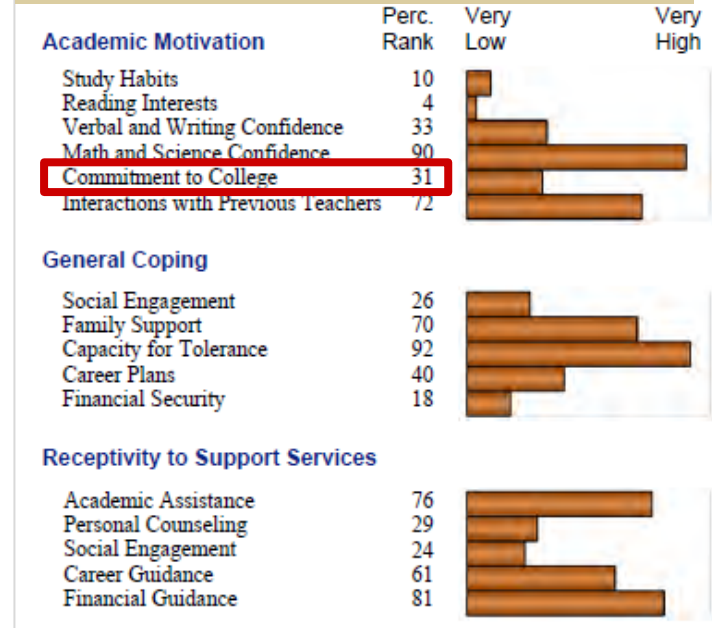


# Commitment to College

Measures the degree to which the student values a college education, the satisfactions of college life, and the long-term benefits of graduation. Identifies students who possess a keen interest in persisting, regardless of their prior level of achievement.

*“I am very strongly dedicated to finishing college–no matter what obstacles get in my way.”*

## Motivational Assessment





# Interactions with Previous Teachers

Measures the student's attitudes toward teachers and administrators in general, as acquired through their pre-college experiences.

*“Most of my teachers have been very caring and dedicated.”*

## Motivational Assessment

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

# General Coping

These scales relate to the student's capacity to manage the non-academic aspects of college life that may interfere with is or her ability to be successful in college.

- Social Engagement
- Family Support
- Capacity for Tolerance
- Career Plans
- Financial Security

College Student Inventory™

**Shane Doe**  
Student Report

Instructions

Shane, this is an interpretive report of your responses to the College Student Inventory. Its purpose is to help you identify your special interests and needs. The percentile ranks show how you compare to a larger sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than yours. Since they are based on questionnaire information alone, they may give only a rough indication of your true attitudes. Your advisor or counselor will help you understand your scores and find the services you desire.

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

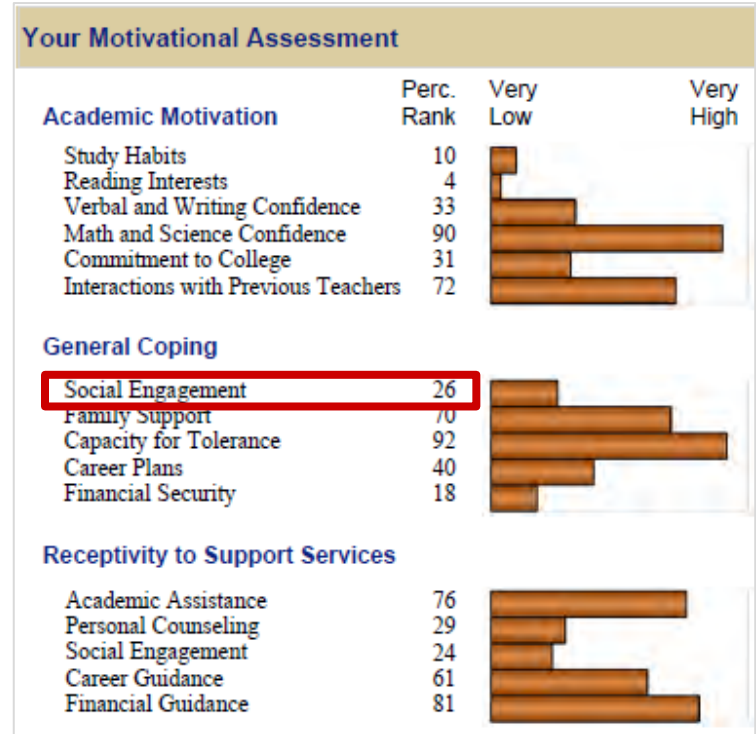
CSI Form B Sample Report

Your Motivational Assessment				About You	
Academic Motivation	Perc. Rank	Very Low	Very High	High School Academics	
Study Habits	10			Senior Year GPA	B Average
Reading Interests	4			Family Background	
Verbal and Writing Confidence	33			Racial/Ethnic Origin	White/Caucasian
Math and Science Confidence	90			Mother's Guardian's Education	Some College
Commitment to College	31			Father's Guardian's Education	Professional
Interactions with Previous Teachers	72			College Experience	
<b>General Coping</b>				Decision to Enroll	Many Months Before
Social Engagement	26			Degree Sought	Bachelor's
Family Support	70			Plans to Work	11-20 Hours per Week
Capacity for Tolerance	92				
Career Plans	40				
Financial Security	18				
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<b>Internal Validity</b>				Excellent	
<b>Your Personal Success Plan</b>					
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Get help with exam skills	8.3				
Get help in finding a part-time job	8.2				
Get help in obtaining a scholarship	8.2				
Get help with writing skills	8.0				
Get tutoring in selected areas	8.0				
Get help in selecting an academic program	7.9				
Get help in selecting an occupation	7.9				
Get help with reading skills	7.9				
Get help in finding a summer job	7.8				
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# Social Engagement

This scale measures the student's general inclination to join in social activities.

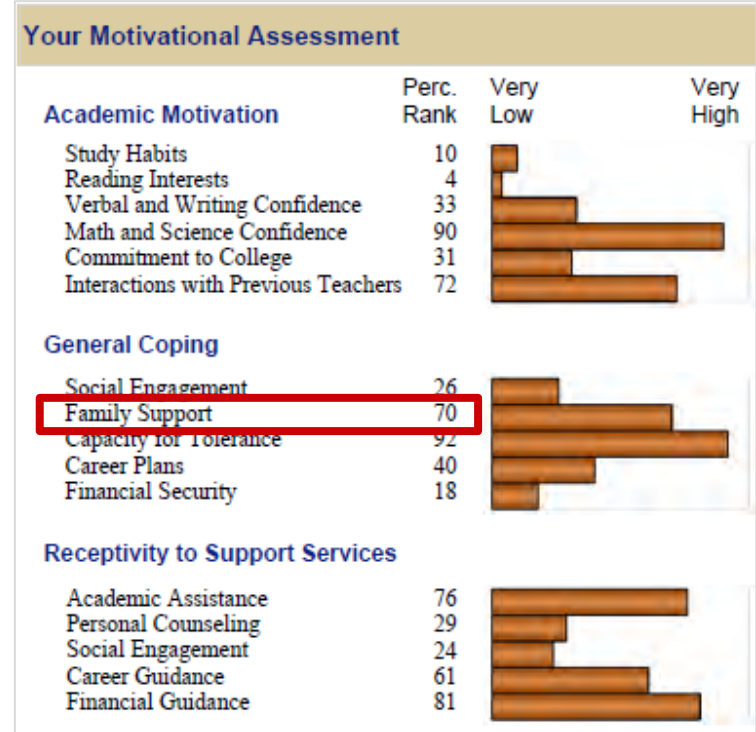
*“I enjoy getting together with a group and having fun.”*



# Family Support

Measures the student's satisfaction with the quality of communication, understanding, and respect that they have experienced in their family.

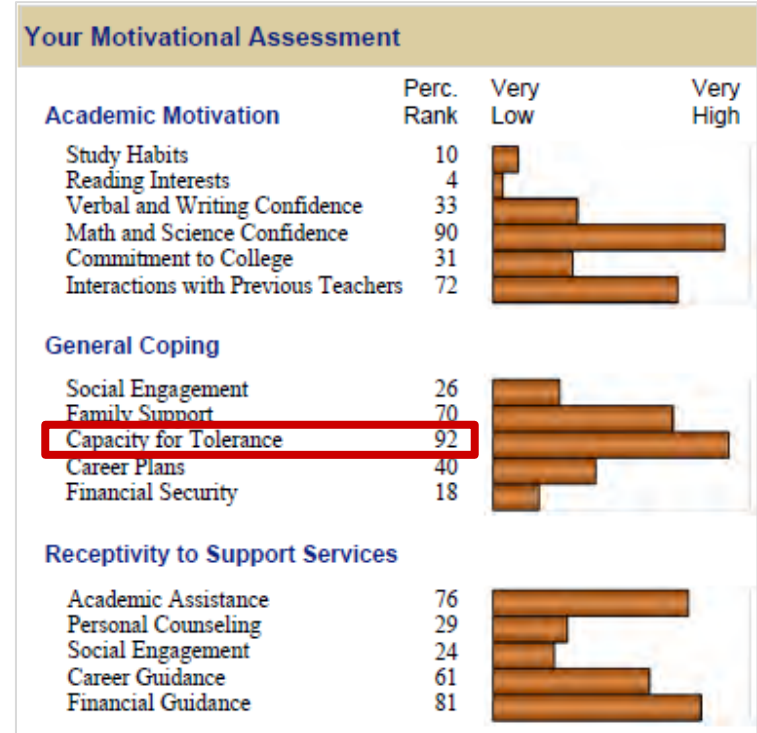
*“My family and I understand each other's point of view.”*



# Capacity for Tolerance

Measures the degree to which the student feels that he or she can accept people without regard to their political and social opinions. Indicates whether a student will be able to tolerate the diversity of social backgrounds to which he or she is exposed at college.

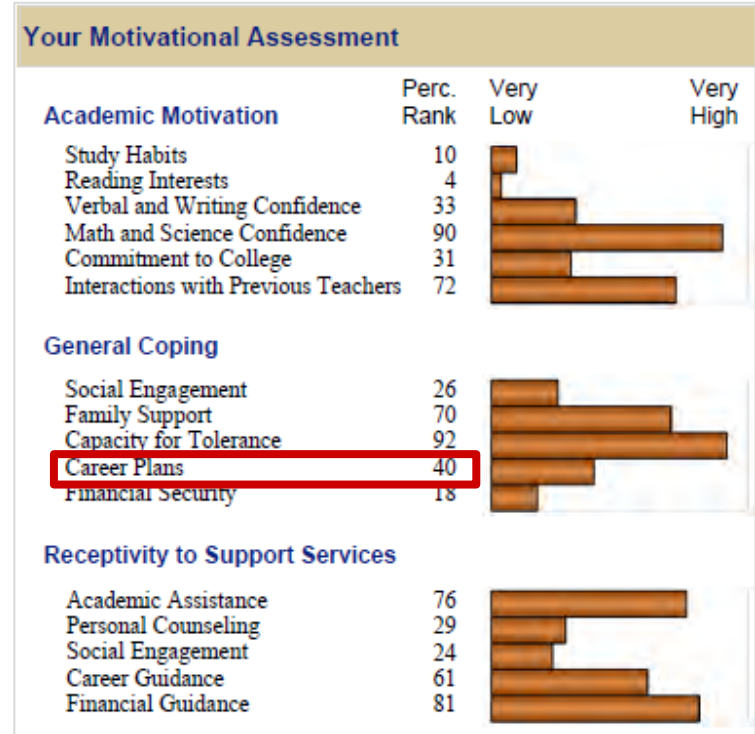
*“I find it easy to be friends with people whose political ideas differ sharply from my own.”*



# Career Plans

Measures the amount of serious thought students have given to their career choice.

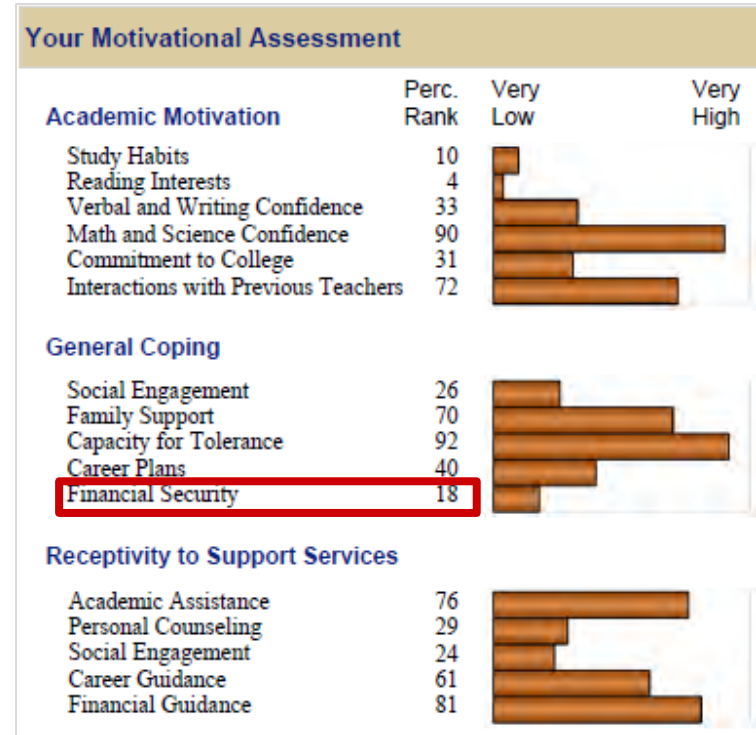
*“I have a career action plan that guides my studies.”*



# Financial Security

Measures the extent to which the student feels secure about their financial situation, especially as it relates to their current and future college enrollment. Not intended to measure the objective level of financial resources that the student has, only their feeling of being financially secure.

*“I have the financial resources that I need to finish college.”*



# Receptivity to Support Services

These scales relate to the student's capacity to recognize his or her needs and accept appropriate support provided by your institution.

- Academic Assistance
- Personal Counseling
- Social Engagement
- Career Guidance
- Financial Guidance

College Student Inventory™

**Shane Doe**  
Student Report

Instructions

Shane, this is an interpretive report of your responses to the College Student Inventory. Its purpose is to help you identify your special interests and needs. The percentile ranks show how you compare to a larger sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than yours. Since they are based on questionnaire information alone, they may give only a rough indication of your true attitudes. Your advisor or counselor will help you understand your scores and find the services you desire.

Shane Doe  
Sample College  
Month DD, YYYY

CSI Form B Sample Report

Male, Age 19, ID#2345678

Your Motivational Assessment			About You	
Academic Motivation	Perc. Rank	Very Low      Very High	<b>High School Academics</b>	
Study Habits	10		Senior Year GPA	B Average
Reading Interests	4		<b>Family Background</b>	
Verbal and Writing Confidence	33		Racial/Ethnic Origin	White/Caucasian
Math and Science Confidence	90		Mother's/Guardian's Education	Some College
Commitment to College	31		Father's/Guardian's Education	Professional
Interactions with Previous Teachers	72		<b>College Experience</b>	
<b>General Coping</b>			Decision to Enroll	Many Months Before
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Internal Validity	Excellent			
<b>Your Personal Success Plan</b>				
The strength of your recommendations is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):				
Get help with study habits			8.8	
Get help with exam skills			8.3	
Get help in finding a part-time job			8.2	
Get help in obtaining a scholarship			8.2	
Get help with writing skills			8.0	
Get tutoring in selected areas			8.0	
Get help in selecting an academic program			7.9	
Get help in selecting an occupation			7.9	
Get help with reading skills			7.9	
Get help in finding a summer job			7.8	
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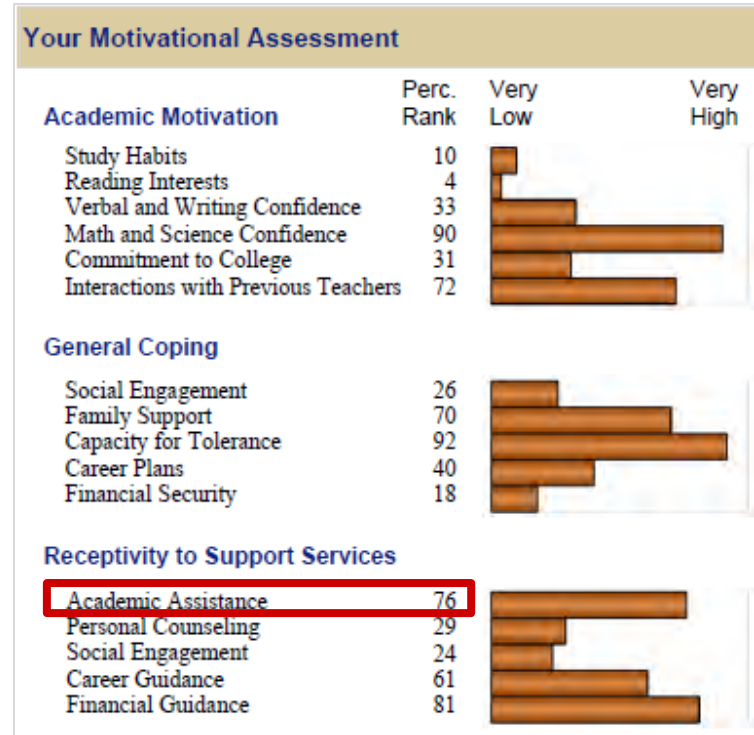
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# Academic Assistance

Measures the student's desire to receive course-specific tutoring or individual help with study habits, reading skills, examination skills, writing skills, or mathematics skills. Helps determine whether to encourage the student to seek academic assistance.

*“I would like to receive some help in improving my study habits.”*

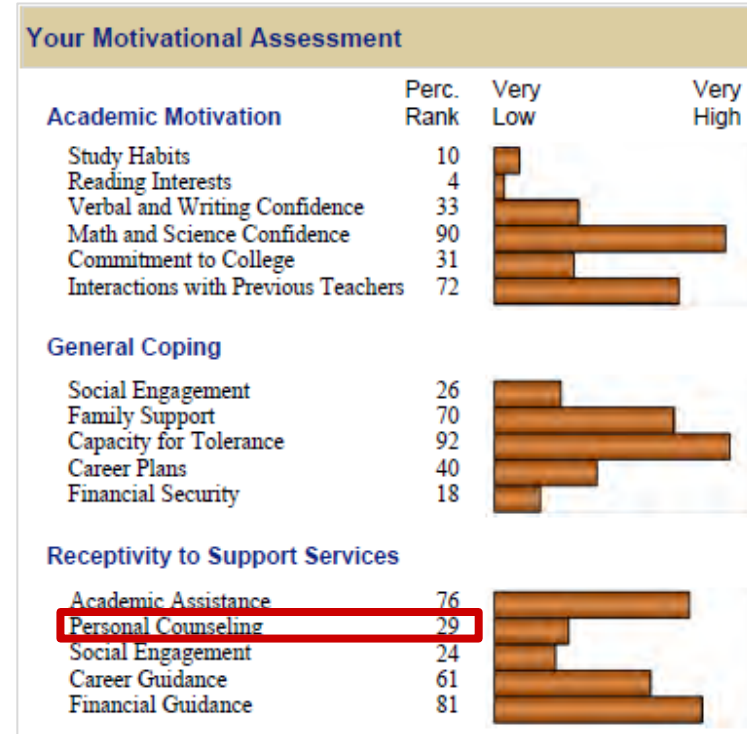


# Personal Counseling

Measures the student's felt need for help with personal concerns.

Covers attitudes toward school, instructor problems, roommate problems, family problems, general tensions, problems relating to dating and friendship, and problems in controlling an unwanted habit.

Helps determine whether to encourage the student to seek counseling for motivational problems indicated elsewhere in the CSI.

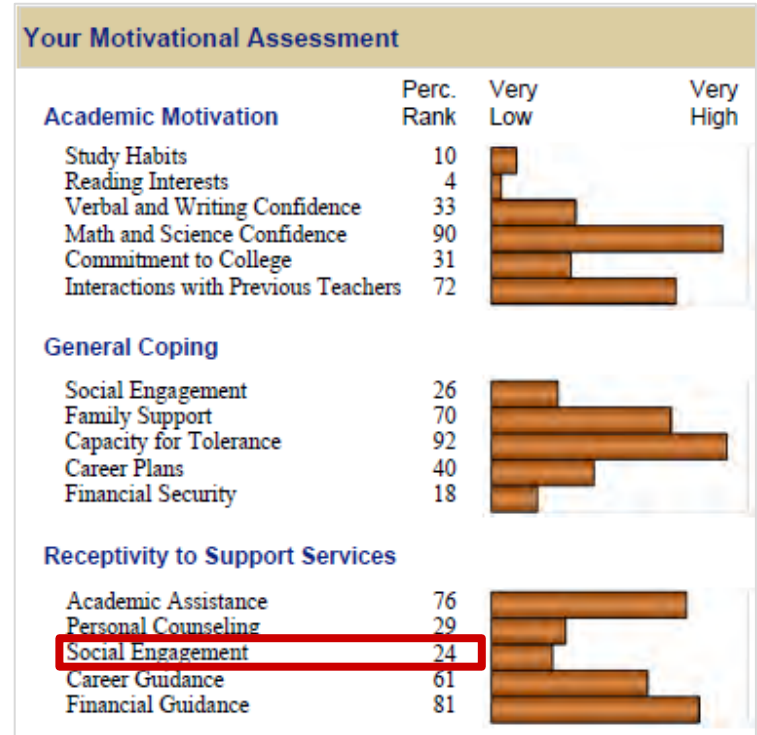


*“I would like to talk with a counselor about my general attitude toward school.”*

# Social Engagement

Measures the student's desire to meet other students and to participate in group activities.

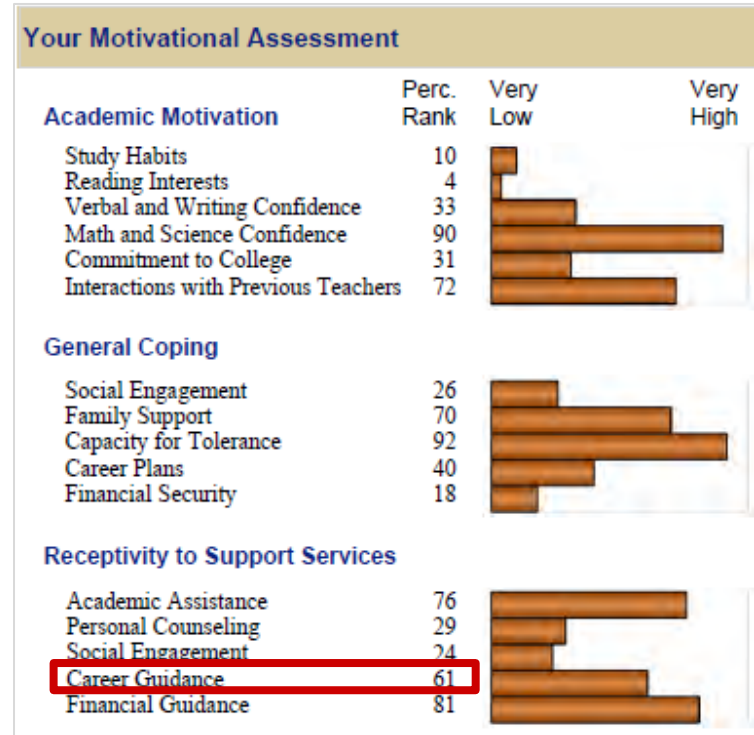
*"I would like to attend an informal gathering where I can meet some new friends."*



# Career Guidance

Measures the student's interest in receiving assistance with their occupational choice.

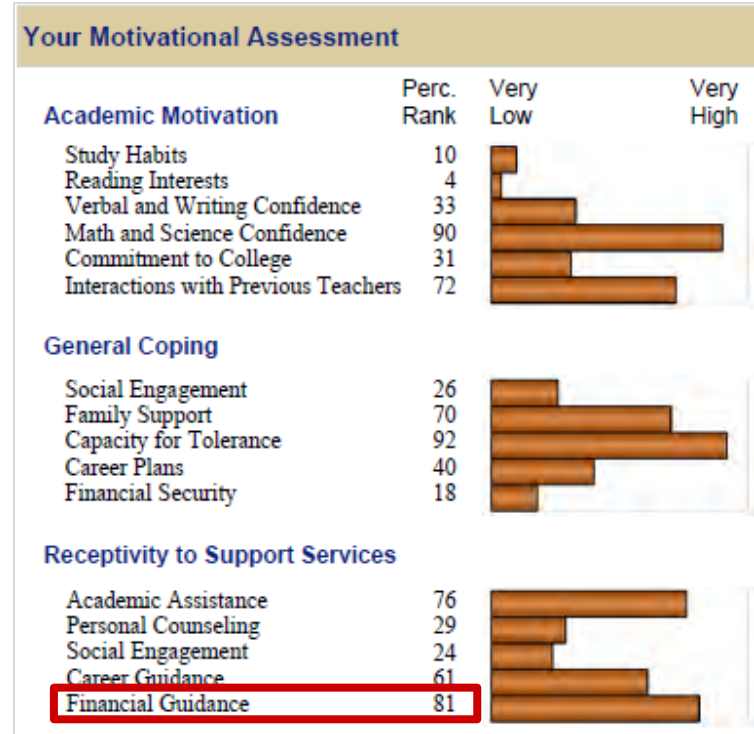
*“I would like some help selecting an occupation that is well suited to my interests and abilities.”*



# Financial Guidance

Measures the student's desire to discuss ways to increase their financial resources for college.

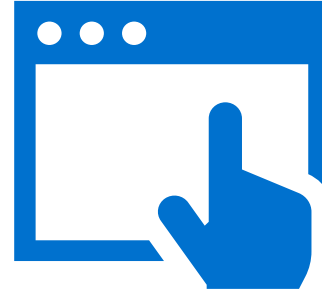
*“I would like to talk with someone about getting a loan to help me through school.”*



# Internal Validity

Measures the student's carefulness in completing the inventory. This is useful in identifying any students who might have responded randomly in order to finish quickly.

*“Enter a ‘2’ for this item.”*





Thoughts,  
Questions, or  
Comments



# Overview of CSI individual and summary reports



# CSI - Individual Reports

## Coordinator Report

## Advisor/Counselor Report

## Student Report

College Student Inventory™  
Sample University  
Coordinator Report

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

**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 arranging any psychological counseling if not professionally trained for such work. Above all, be sure to protect the confidentiality of this report. Please see the CSI Advisor's Guide™ for more details.

**Summary Observations\***

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

**Student Background Information**

High School Academics  
Senior Year GPA: B+ Average

Family Background  
Racial/Ethnic Origin: White/Caucasian  
Mother's/Guardian's Education: Some High School  
Father's/Guardian's Education: High School Diploma

College Experience  
Decision to Enroll: Many Months Before  
Degree Sought: Master's  
Plans to Work: 1-10 Hours per Week

Grouping Fields\*

**Motivational Assessment**

	Perc.	Very Low	Very High
Academic Motivation	43		
Study Habits	43		
Reading Interests	85		
Verbal and Writing Confidence	74		
Math and Science Confidence	68		
Commitment to College	52		
Interactions with Previous Teachers	84		

**General Coping**

	Perc.	Very Low	Very High
Social Engagement	73		
Family Support	25		
Capacity for Tolerance	97		
Career Plans	86		
Financial Security	9		

**Receptivity to Support Services**

	Perc.	Very Low	Very High
Academic Assistance	85		
Personal Counseling	85		
Social Engagement	95		
Career Guidance	51		
Financial Guidance	96		

**Internal Validity** Excellent

**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	7.8
Discuss advantages/disadvantages of careers	6.9
Get help with basic math skills	6.8

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

College Student Inventory™  
Sample University  
Advisor/Counselor Report

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College Student Inventory™  
Sample University  
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# Advisor/Counselor Report

Report Name

Instructions

The 17 Scales

Top 10 Specific Recommendations

College Student Inventory™

Sample University

Advisor/Counselor 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

Student Status: Not Applicable  
Gender: Female, Age: 18  
as of Month DD, YYYY

## Motivational Assessment

Academic Motivation	Perc. Rank	Very Low	Very High
Study Habits	43		
Reading Interests	85		
Verbal and Writing Confidence	74		
Math and Science Confidence	68		
Commitment to College	52		
Interactions with Previous Teachers	84		
<b>General Coping</b>			
Social Engagement	73		
Family Support	25		
Capacity for Tolerance	97		
Career Plans	86		
Financial Security	9		
<b>Receptivity to Support Services</b>			
Academic Assistance	85		
Personal Counseling	85		
Social Engagement	95		
Career Guidance	51		
Financial Guidance	96		

Internal Validity      Excellent

## 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

## Student Background Information

### High School Academics

Senior Year GPA      B+ Average

### Family Background

Racial/Ethnic Origin      White/Caucasian  
Mother's/Guardian's Education      Some High School  
Father's/Guardian's Education      High School Diploma

### College Experience

Decision to Enroll      Many Months Before  
Degree Sought      Master's  
Plans to Work      1-10 Hours per Week

### Grouping Fields\*

Major

## Notice

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

Student Identifying Information

Student Background Information



# Coordinator Report

## Summary Observations\*

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

Dropout Proneness	5
Predicted Academic Difficulty	6
Educational Stress	6
Receptivity to Institutional Help	8



Predictive Analytics  
within the CSI



College Student Inventory™

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

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.

Summary Observations*		Student Background Information									
<p>Summary scores are expressed on a stanine scale: 1 = very low, 5 = average, 9 = very high</p> <table> <tr> <td>Dropout Proneness</td> <td>5</td> </tr> <tr> <td>Predicted Academic Difficulty</td> <td>6</td> </tr> <tr> <td>Educational Stress</td> <td>6</td> </tr> <tr> <td>Receptivity to Institutional Help</td> <td>8</td> </tr> </table> <p>For greater detail, see Motivational Assessment</p>		Dropout Proneness	5	Predicted Academic Difficulty	6	Educational Stress	6	Receptivity to Institutional Help	8	<h3>High School Academics</h3> <p>Senior Year GPA: B+ Average</p> <h3>Family Background</h3> <p>Racial/Ethnic Origin: White/Caucasian Mother's/Guardian's Education: Some High School Father's/Guardian's Education: High School Diploma</p> <h3>College Experience</h3> <p>Decision to Enroll: Many Months Before Degree Sought: Master's Plans to Work: 1-10 Hours per Week</p> <h3>Grouping Fields*</h3>	
Dropout Proneness	5										
Predicted Academic Difficulty	6										
Educational Stress	6										
Receptivity to Institutional Help	8										
Motivational Assessment											
	Perc. Rank	Very Low	Very High								
<b>Academic Motivation</b>											
Study Habits	43										
Reading Interests	85										
Verbal and Writing Confidence	74										
Math and Science Confidence	68										
Commitment to College	52										
Interactions with Previous Teachers	84										
<b>General Coping</b>											
Social Engagement	73										
Family Support	25										
Capacity for Tolerance	97										
Career Plans	86										
Financial Security	9										
<b>Receptivity to Support Services</b>											
Academic Assistance	85										
Personal Counseling	85										
Social Engagement	95										
Career Guidance	51										
Financial Guidance	96										
<b>Internal Validity</b>	Excellent										
Personal Success Plan for Shana											
The strength of the top 7 recommendations is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):											
Get help 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										
Notice											
Students may request that their report be removed from your file at anytime.											
*This information is not shown on the student's copy.											

# Student Report

# You have the opportunity to customize supplemental text

College Student Inventory™  
Sample University  
Student Report

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

## Instructions

Shana, this is an interpretive report of your responses to the College Student Inventory. Its purpose is to help you identify your special interests and needs. The percentile ranks show how you compare to a larger sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than yours. Since they are based on questionnaire information alone, they may give only a rough indication of your true attitudes. Your advisor or counselor will help you understand your scores and find the services you desire.

## Your Motivational Assessment

Academic Motivation	Perc. Rank	Very Low	Very High
Study Habits	43	[Progress bar]	
Reading Interests	85	[Progress bar]	
Verbal and Writing Confidence	74	[Progress bar]	
Math and Science Confidence	68	[Progress bar]	
Commitment to College	52	[Progress bar]	
Interactions with Previous Teachers	84	[Progress bar]	

## General Coping

Social Engagement	73	[Progress bar]
Family Support	25	[Progress bar]
Capacity for Tolerance	97	[Progress bar]
Career Plans	86	[Progress bar]
Financial Security	9	[Progress bar]

## Receptivity to Support Services

Academic Assistance	85	[Progress bar]
Personal Counseling	85	[Progress bar]
Social Engagement	95	[Progress bar]
Career Guidance	51	[Progress bar]
Financial Guidance	96	[Progress bar]

## Internal Validity

Excellent

## Your Personal Success Plan

The strength of your recommendations is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

Get help 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

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

College Student Inventory™  
Sample University  
Student Report - page 3

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

College Student Inventory™  
Sample University  
Student Report - page 2

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

## Your Next Steps

In this section you will receive a more detailed explanation of your results. The purpose of this information is to help you develop your skills and get the most from your college experience. Take a balanced approach to reviewing and utilizing this information. Do not assume that each statement is perfectly accurate just because it is printed in a formal manner; some statements may not fit you well. However, do not dismiss a statement just because it points to a challenge.

Keep an open mind as you consider each statement. When it seems accurate, give serious thought to any suggestions that accompany the statement. If the statement is puzzling, discuss it with someone who can help you interpret it. Approaching the information in this way can be very helpful.

## Academic Motivation

- Study Habits measures the amount of time and effort that you put into your studies. Your score placed you in the 43rd percentile. If you find yourself getting behind with your studies, start developing a clear daily routine in which you set aside certain periods of time to study. Learn to focus your attention and to pace yourself. Some useful study techniques include previewing, underlining, note-taking, and reviewing. Academic counselors can help you develop these skills.
- Reading Interests measures the degree to which you enjoy reading and discussing serious ideas. Your score placed you in the 85th percentile. This indicates that you will likely feel very comfortable with the high-level intellectual activity that often occurs in college.
- Verbal and Writing Confidence measures the degree to which you feel capable of doing well in courses that heavily emphasize reading, writing, and public speaking. Your score placed you in the 74th percentile. This suggests that you feel rather confident of your abilities in this area, with minimal self-doubts. Use your confidence to enhance your future achievement. Even with previous successes in this area, you may need to study much harder. You are more likely to succeed if you are determined to do your best from the first day of classes to the last, regardless of the day-to-day outcomes. Talk with your advisor if you encounter any problems in your courses.
- Math and Science Confidence measures the degree to which you feel capable of doing well in math and science courses. Your score placed you in the 68th percentile. This suggests that you feel rather confident of your abilities in this area, with minimal self-doubts. Use this confidence to boost your future achievement. Even with previous successes in this area, you may need to study harder. You are more likely to succeed if you are determined to do your best from the first day of classes to the last, regardless of the day-to-day outcomes. Talk with your advisor if you encounter any problems in your courses.
- Commitment to College measures the strength of your commitment to completing a degree/program. Your score placed you in the 52nd percentile. This suggests that you value a college education and are committed to completing a degree. If you begin to waver on this commitment, it is very important that you clarify your objectives as soon as possible. A clear decision about your career goals can strengthen your commitment to college. A career counselor can be very helpful in guiding you through this process.
- Interactions with Previous Teachers measures the degree to which you see teachers as competent, reasonable, and caring. Your score placed you in the 84th percentile. Your very positive perceptions of teachers in general will help you establish good relationships with your college instructors. If you face any issues in this area, do not hesitate to talk with your advisor.

## General Coping

- Social Engagement measures your desire for companionship and social engagement. Your score placed you in the 73rd percentile. An above-average level of sociability has the advantage of motivating you to establish friendships and spend time with other people. However, it can distract you from the main purpose of college, which is learning. Try to keep your social life within reasonable bounds. Student services can help you identify clubs and organizations that provide opportunities for engagement with other students.
- Family Support measures the satisfaction you feel with the communication that occurs in your family. Your score placed you in the 25th percentile. This score suggests some dissatisfaction that may have negative effects on other areas of your life. For example, it is hard to concentrate on your studies if you are always thinking about family conflicts or misunderstandings. If these feelings persist,

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# CSI – Summary Report

The report can be generated for your full population or by sub-populations

The Statistical Summary helps you to answer:

- What are the *strengths and challenges* for all incoming students on your campus?
- What are the *strengths and challenges* for a particular sub-group of students you are serving?
- What *backgrounds* do your students come from?
- What are the top *recommendations for actions* for this population?

# Summary Report

College Student Inventory™ - Form B  
**Summary and Planning Report**  
 CSI Completion Date: 09/28/2020 to 10/08/2020

Primary Sample Statistics	N	%
Number of Female	235	71.4
Number of Male	93	28.3
Number of Additional gender category or other	1	0.3
Total Number of Students	329	100.0

Status	N	%
International	19	5.8
International, Military/Veteran	1	0.3
Military/Veteran	1	0.3
Not Applicable	308	93.6

## Section A

Local Means on Major Scales	Females	Males	Total	% of Students with: Risk or Receptivity for Assistance
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### Summary Observations

Dropout Proneness	66.0	70.4	67.3	38%
Predicted Academic Difficulty	59.3	57.1	58.7	26%
Educational Stress	65.0	69.5	66.3	41%
Receptivity to Institutional Help	67.6	64.9	66.8	43%

### Academic Motivation Scales

Study Habits	45.1	39.7	43.5
Reading Interests	51.9	45.0	50.0
Verbal and Writing Confidence	53.7	49.9	52.6
Math and Science Confidence	43.8	42.4	43.4
Commitment to College	37.8	26.4	34.6
Interactions with Previous Teachers	38.7	36.9	38.2

### General Coping Scales

Social Engagement	50.8	45.6	49.3
Family Support	40.4	45.5	41.9
Capacity for Tolerance	40.7	44.4	41.8
Career Plans	57.2	43.9	53.4
Financial Security	44.2	39.4	42.8

### Receptivity Scales

Academic Assistance	64.9	60.6	63.7	58%
Personal Counseling	63.6	65.8	64.2	53%
Social Engagement	63.4	55.0	61.0	52%
Career Guidance	59.2	59.3	59.2	47%
Financial Guidance	65.4	64.3	65.1	59%

### Supplemental Scales



# Summary Report (continued)

						Section A		
<b>Plans to Work</b>	<b>N</b>	<b>%</b>	<b>Racial/Ethnic Origin</b>	<b>N</b>	<b>%</b>	<b>Highest Degree Sought</b>	<b>N</b>	<b>%</b>
0 (I have no plans to work)	64	19.5	Black/African-American	316	96.0	None	0	0.0
1 to 10 hours per week	66	20.1	American Indian or Alaskan Native	0	0.0	A 1-year certificate	0	0.0
11 to 20 hours per week	115	35.0	Asian or Pacific Islander	0	0.0	A 2-year college degree (associate)	8	2.4
21 to 30 hours per week	54	16.4	White/Caucasian	2	0.6	A 4-year college degree (bachelor's)	180	54.7
31 to 40 hours per week	25	7.6	Hispanic or Latino	2	0.6	A master's degree	46	14.0
over 40 hours per week	5	1.5	Multiethnic or other ethnic origin	9	2.7	A professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	75	22.8
			Prefer not to respond	0	0.0	I am not sure of my plans at this time.	20	6.1
<b>High School GPA</b>	<b>N</b>	<b>%</b>	<b>Parent1's/Guardian's Highest Level of Education</b>	<b>N</b>	<b>%</b>	<b>Perceived Academic Ability</b>	<b>N</b>	<b>%</b>
A	26	7.9	8 years or less of elementary school	1	0.3	Considerably below average	5	1.5
B+	147	44.7	Some high school but no diploma	28	8.5	Slightly below average	9	2.7
B	51	15.5	A high school diploma or equivalent	113	34.3	Average	150	45.6
C+	85	25.8	1 to 3 years of college (including study at a technical, community, or junior college)	86	26.1	Slightly above average	109	33.1
C	13	4.0	A 4-year undergraduate college degree (bachelor's degree)	56	17.0	Considerably above average	51	15.5
D+	6	1.8	A master's degree	35	10.6	Extremely high (in the top 5%)	5	1.5
D	1	0.3	A professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	10	3.0			
<b>General Academic Knowledge</b>	<b>N</b>	<b>%</b>	<b>Parent2's/Guardian's Highest Level of Education</b>	<b>N</b>	<b>%</b>	<b>Decision to Apply to College</b>	<b>N</b>	<b>%</b>
Highest 20%	40	12.2	8 years or less of elementary school	4	1.2	Few days before	11	3.3
Next Highest 20%	90	27.4	Some high school but no diploma	69	21.0	Few weeks before	64	19.5
Middle 20%	192	58.4	A high school diploma or equivalent	143	43.5	Many months before	254	77.2
Next Lowest 20%	6	1.8	1 to 3 years of college (including study at a technical, community, or junior college)	57	17.3			
Lowest 20%	1	0.3	A 4-year undergraduate college degree (bachelor's degree)	38	11.6	<b>High Desire to Transfer</b>	<b>N</b>	<b>%</b>
			A master's degree	9	2.7	80th percentile or above	118	35.9
			A professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	4	1.2			

# Summary Report (continued)

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

## Recommendations

## Top 10 recommendations

## Section B

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	7.20	80%	Get help in selecting an academic program	7.31	83%
Get help with study habits	7.22	81%	Discuss the qualifications for careers	7.20	81%
Get help with writing skills	6.89	75%	Get help with study habits	7.22	81%
Get help with basic math skills	6.95	73%	Get help with exam skills	7.20	80%
Get tutoring in selected areas	6.85	74%	Get information about clubs and social organizations	7.10	80%
Get help with reading skills	6.58	67%	Get help in meeting new friends	7.05	78%
Discuss attitude toward school with counselor	6.36	42%	Get help in obtaining a scholarship	7.21	78%
Discuss an unwanted habit with counselor	5.86	44%	Get information about student activities	6.96	78%
Discuss personal relationships and social life with counselor	6.06	49%	Discuss job market for college graduates	7.02	76%
Discuss family problems with counselor	5.65	37%	Get help with writing skills	6.89	75%
Discuss emotional tensions with counselor	6.01	46%	Get advice from an experienced student	6.92	75%
Discuss unhappy feelings with counselor	6.02	48%	Get tutoring in selected areas	6.85	74%
Discuss the qualifications for careers	7.20	81%	Discuss advantages/disadvantages of careers	6.88	74%
Get help in selecting an academic program	7.31	83%	Get help with basic math skills	6.95	73%
Discuss job market for college graduates	7.02	76%	Get help in selecting a career	6.87	72%
Get help in selecting a career	6.87	72%	Get help in finding a part-time job	6.83	67%
Discuss advantages/disadvantages of careers	6.88	74%	Get help in finding a summer job	6.72	67%
Get help in finding a part-time job	6.83	67%	Get help with reading skills	6.58	67%
Get help in obtaining a loan	6.10	53%	Get help in obtaining a loan	6.10	53%
Get help in obtaining a scholarship	7.21	78%	Discuss personal relationships and social life with counselor	6.06	49%
Get help in finding a summer job	6.72	67%	Discuss unhappy feelings with counselor	6.02	48%
Get help in meeting new friends	7.05	78%	Discuss emotional tensions with counselor	6.01	46%
Get information about student activities	6.96	78%	Discuss an unwanted habit with counselor	5.86	44%
Get advice from an experienced student	6.92	75%	Discuss attitude toward school with counselor	6.36	42%
Get information about clubs and social organizations	7.10	80%	Discuss family problems with counselor	5.65	37%

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.





# Summary Observations with Receptivity Report

*This report with its filtering capability can help you:*

Filter on students most at risk, using any of these criteria:

- Dropout Proneness
- Predicted Academic Difficulty
- Educational Stress
- Receptivity to Institutional Help

Filter on students who are most receptive to your help:

- Receptivity to Academic Assistance
- Receptivity to Personal Counseling
- Receptivity to Career Guidance
- Receptivity to Social Engagement
- Receptivity to Financial Guidance

# Summary Observations with Receptivity Report

*Identifies and allows you to filter on those students who are most at risk or most receptive to particular areas of assistance*

**RMS Plus RETENTION DATA CENTER**

How To...
myFILTERS
CONFIGURATION
LOGOUT

DASHBOARD
STUDENTS
EXPORT DATA
SUMMARY RESULTS
IMPORT DATA
SURVEYS

SURVEY VIEW CHANGE
- None -

 FILTER
 32 Students

SURVEY NAME  
Spring II FY15
SURVEY STATUS  
Completed
Restricted Students Included

[Export to Excel](#) | [Print](#) | [Filter](#)

**Summary Observations with Receptivity Report**

Highlighted below are your students with percentile scores of 80 and above on one or more of the four Summary Scales and scores of 65 and above on one or more of the specific Receptivity Scales. For these students, percentile scores of 80 and above on Desire to Transfer are highlighted as well.

NOTE: Total values may not equal batch totals because students may opt to restrict access to their individual reports.

Filter: None

Last Name	First Name	Dropout Proneess	Predicted Academic Difficulty	Educational Stress	Receptivity to Institutional Help	Receptivity to Academic Assistance	Receptivity to Personal Counseling	Receptivity to Social Enrichment	Receptivity to Career Counseling	Receptivity to Financial Guidance	Desire to Transfer
		88	69	90	39	60	73	42	37	8	54
		99	91	89	82	76	79	66	56	73	71
		65	54	53	90	97	73	89	95	34	44
		88	62	96	33	20	21	48	74	39	44
		82	65	19	15	4	21	30	14	62	44
		57	57	54	82	64	21	89	87	91	54



Thoughts,  
Questions, or  
Comments



# Increasing Student Engagement with the CSI



*Making a Difference: Your  
Critical Role with Students*

# Your critical roles with students:

- As a trusted student advocate
- As a valuable resource for campus information, policy, and services
- As a knowledgeable source for referrals
- Not as a psychological counselor, unless one has the appropriate training

# Desired outcomes include the ability to:

- Effectively initiate contact with individual students to discuss the Student Reports.
- Establish rapport with students.
- Discuss reports with students, focusing on strengths and recommendations for action.
- Answer questions students may have about their Student Report.
- Refer students to the appropriate campus resources as necessary.
- Provide personal encouragement.



Resources to support  
your efforts



# Help is just a “click” away

*Resources available to clients*

**RUFFALO NOEL LEVITZ** RMS Plus RETENTION DATA CENTER 1-SampleCC

How To... myFILTERS CONFIGURATION LOGOUT

DASHBOARD STUDENTS EXPORT DATA SUMMARY RESULTS IMPORT DATA SURVEYS

### Current Survey Snapshot

CSI Form B

# Completes

No Survey Data

Mar '16 Apr '16 May '16 Jun '16 Jul '16 Aug '16

#### Survey Snapshot

Expected Students	156
Total Students	156
Completed Surveys	156
Incomplete Surveys	0
Survey Completion Rate	100.0 %

#### Survey Status

Survey	Form	Status	End Date	Rate
MYSA Form C	Mid-Year Student Assessment - Form C	Closed	11/8/2015	28/144
CSI Form C	College Student Inventory Form C	Closed	11/8/2015	144/145
CSI Form B	College Student Inventory Form B	Closed	11/1/2015	156/156
SYSA	Second-Year Student Assessment	Closed	11/8/2013	56/56
MYSA Form B	Mid-Year Student Assessment - Form B	Closed	11/8/2013	86/156

#### Technical Support

[StudentSuccessTech@RuffaloNL.com](mailto:StudentSuccessTech@RuffaloNL.com)

#### RMS Plus Client Community

- [Planning and Implementing Your Survey](#)
- [Retention Data Center Documentation](#)
- [Reviewing Your Results](#)
- [Sharing Your Results](#)

#### Last Three Saved Filters

None

Home › Enrollment Management Solutions › Student Success › RNL Retention Management Systems Plus™ › RMS Plus Retention Data Center Documentation

## Retention Data Center Users Guide **Users Guide**

- [One Page Data Center Overview](#)

## Access to the Retention Data Center

- [How to create RNL user logins](#)

## Preparing your administration **Best Practices**

- [Survey Setup](#)
- [Grouping Student Records](#)
- [Assigning security for campus colleagues](#)
- [Custom Questions - Adding / Samples](#)
- [Student Report Sample Narrative Text - CSI / SYSA](#)
- [Changing your Survey End Data](#)

## Inviting students to take the survey **Best Practices**

- [Uploading Student Records - Instruction / Template](#)
- [Emailing Students](#)
- [Sample Email Text - CSI / MYSA / SYSA](#)

## Reviewing results **Best Practices**

- [Report Retrieval](#)
- [Report Retrieval with Summary Results](#)
- [Campus System Data Integration](#)

## ADDITIONAL RESOURCES



[Planning and Implementing your Survey](#)



[Sharing Your Results on Campus](#)



[Reviewing your Results](#)



[Surveys / Report Samples](#)


# Report Retrieval with Summary Results

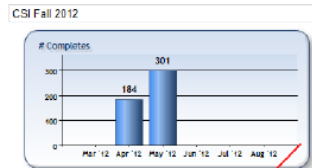


## Retention Data Center Quick Start – Report Retrieval

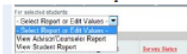
For a Video Tutorial on adding users, click on: [Video Tutorial](#)

1. Login at [www.RuffaloNL.com/myRuffaloNL](http://www.RuffaloNL.com/myRuffaloNL), and access your myRuffaloNL account. Enter your email address and your password. Click 'Forgot your Login' if you need your password. To change your password, click on Change Password at the welcome screen. Enter the original password and create a new one for the next time you log in.
2. Select Retention Data Center from the box titled my Applications.
3. Click OK at the FERPA notification.

1. You will land at  select the desired survey from the drop down menu. Click the student count at Completed Surveys. *The hyperlink will take you to your completed student records.*



2. Click the column headers to sort the list.
3. Select student records by placing check marks left of the student's name(s) or select all students by using the box at the top of the list.
4. Use the drop down menu at the top of the check box column to select a report.



Survey Snapshot

Total Students	303
Completed Surveys	255
Incomplete Surveys	48
Survey Completion Rate	86.4 %

5. Report(s) will open in Adobe Acrobat.

Save or Print using the toolbar provided through your machine's Adobe product. You may need to use the scroll bar on the far right to scroll to the bottom of the page then hover your mouse over the report for the toolbar to appear.



For selected students:

Select Report or Edit Values -

	First Name	Last Name	Survey Status
<input checked="" type="checkbox"/>	Student11	Sample1	Completed
<input checked="" type="checkbox"/>	Student100	Sample100	Completed
<input checked="" type="checkbox"/>	Student101	Sample101	Completed
<input checked="" type="checkbox"/>	Student103	Sample103	Completed
<input checked="" type="checkbox"/>	Student104	Sample104	Completed

# Identification of student risk, receptivity and outreach prioritization

COLLEGE STUDENT INVENTORY™ SUMMARY RESULTS, FALL 2021 COHORT

## Sample College Form B

N= 346  
CSI Completion rate % Incoming students

### 1 Are our students more or less at risk than their peers nationally?

#### KEY TO INTERPRETING RESULTS:

Campus results below are mean percentile scores.

#### HIGHER RISK

Mean scores >50<sup>th</sup> percentile



Mean scores <50<sup>th</sup> percentile

LOWER RISK

#### Overall Risk Index



	TOTAL	FEMALES	MALES
HIGH RISK >50			
LOW RISK <50	53	51	57

9 %

of students are highest risk (80<sup>th</sup> percentile or higher)

#### Predicted Academic Difficulty



	TOTAL	FEMALES	MALES
HIGH RISK >50			
LOW RISK <50	55	54	58

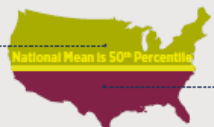
28 %

of students are highest risk (80<sup>th</sup> percentile or higher)

### 2 Are our students more/less receptive to assistance?

#### LOWER RISK

Mean scores >50<sup>th</sup> percentile



Mean scores <50<sup>th</sup> percentile

HIGHER RISK

#### Receptivity to Institutional Help



	TOTAL	FEMALES	MALES
LOW RISK >50			
HIGH RISK <50	56	56	55

28 %

of students are highest risk (80<sup>th</sup> percentile or higher)



#### Educational Stress

	TOTAL	FEMALES	MALES
HIGH RISK >50			
LOW RISK <50	43	39	52

16 %

of students are highest risk (80<sup>th</sup> percentile or higher)

## ADDITIONAL RESOURCES



Planning and Implementing your Survey



Sharing Your Results on Campus



Reviewing your Results



Surveys / Report Samples

## RESOURCES FOR YOUR USE



Scale Description

CSI Form A / CSI Form B / CSI Form C



Example of student/advisor interaction using the CSI

Video Presentation



Introduction of the Student Report

Sample text for introducing the student report



Worksheets and Assignments

For use in FY seminars and success courses



Conversation Starters

CSI Form A / CSI Form B / CSI Form C, MYSA / SYSA



Student Contract for Next Steps

To help hold student accountable



Report Interpretation - COMING SOON

CSI Form A / CSI Form B / CSI Form C, MYSA Form B / MYSA Form C / SYSA



Referral Resources

Sample referral form / Sample referral chart

## OVERVIEW DOCUMENTS

for a two page reference sheet on the data and reports

College Student Inventory  
Form A / Form B / Form C

Mid-Year Student Assessment  
Form B / Form C

Second-Year Student Assessment  
SYSA

## Data Center Documentation

### Report Retrieval

Do you need help pulling reports?

How To

### Emailing Students

Do you need help emailing your students?

How To

### Filtering Students

Do you need help filtering your students?

How To

### Setting Up Users

Do you need other individuals to have access to the Retention Data Center?

How To

# CSI Guide for Advisors



## The College Student Inventory Guide for Advisors and Success Coaches

The Retention Management System Plus

CSI Guide for Advisors and Success Coaches

### Introduction

#### Welcome Advisors and Success Coaches!

This guide is designed to facilitate your use of the College Student Inventory (CSI), one of the core components of the Retention Management System Plus. Use of this manual, in conjunction with the training sessions and other resources available in the Client Community website, provides you

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“Conversation starters” suggest ways to engage students in discussions that help them reach their goals



### Strength-Based Advising Focus

Instructions: These questions are designed for advisors who want to use a strengths-based



### CSI Conversation Starters – Form B

By Lana Low, Ph.D.

#### Developmental Based Advising

Instructions: You may choose one or more of the questions below to open the dialogue with the student regarding his or her score on each scale of the College Student Inventory. Generally it is not necessary to ask all questions. Feel free to add your own questions.

#### Academic Motivation Scales

##### Study Habits

1. How did you study when you were in high school?
2. Do you prefer to study with someone or alone?
3. Describe how you would normally prepare for a test?
4. What do you think of getting tutoring in challenging classes?

##### Reading Interests

1. Do you like to read?
2. What's the latest book you have read?
3. Do you ever find yourself lost in the world of ideas?
4. What kinds of information do you find most intriguing on the Internet?

##### Verbal Confidence/Math and Science Confidence

1. What were your best or worst subjects in high school?
2. Was it easy to maintain your grades in high school?
3. Are there any areas you anticipate will be challenging to you in college?
4. Do you feel more confident in math and science areas, or in verbal or written areas of study?

##### Commitment to College

1. When did you decide that you wanted to go to college?
2. Do you find yourself balancing competing priorities?
3. Did you ever consider doing something other than going to college?
4. What do you hope to do when you finish college?

##### Interactions with Previous Teachers

1. Who was your favorite teacher in high school? Why?
2. Did your teachers challenge you intellectually?
3. Did you get to know the administrators in your high school very well?
4. Would you say that, in general, the teachers and administrators were supportive of the

# “Student Worksheets and Assignments” help facilitate students’ self-reflection and action plans for success

CSI Student Worksheets & Assignments

**Developing Individual Game Plans for Success**

By Jane Bishop, Ph.D., Vice President of Enrollment Management Silver Lake College (WI)

Identify two of your strengths from your student report.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CSI Student Worksheets & Assignments

**Guide for Individual and Group Interpretation**

By Kevin J. Nutter, Ph.D., Coordinator, Center for Student Involvement and Leadership University of Arizona

Instructions: Review the CSI, reflect on your reaction to the scales, and discuss in your small group. Choose a recorder/reporter for large group discussions.

Which scales were the highest and why (VH or H)? Pick at least three that you can discuss in your small group.

CSI Student Worksheets & Assignments

**Integration Worksheet for the CSI**

By Kevin J. Nutter, Ph.D., Coordinator, Center for Student Involvement and Leadership University of Arizona

Based on your review of the profiles and our discussion(s), have there been any surprises, confirmations, clarifications, or new questions regarding yourself, your situation, or your goals?

Surprises?	Confirmations?
Clarifications?	New Questions?

? Were some of these areas H or VH in

? Were some of these areas L or VL in

why? List your top three and why, members of your small group.

es this term that were strength areas in

way of your academic success? What tiers?





# College Student Inventory™ Form B Overview

## Features

100 items distributed across 5 sections

- Demographic Variables
- Academic Motivation
- General Coping
- Receptivity
- Internal

**Student Information:** 9 demographic variables including school GPA, racial/ethnic origin, parent/guardian education, timing of decision to enroll, high school hours planned to work.

**Motivation Assessment:** 16 motivation scales measuring noncognitive strengths, challenges, and areas used to design relevant student engagement.

Academic Motivation Scales	General Coping Scales
Study Habits	Social Engagement
Attitude toward Reading	Family Support
Verbal and Writing Confidence	Capacity for Tolerance
Math and Science Confidence	Career Plans
Commitment to College	Financial Security
Interaction with Previous Teachers	

**Summary Observations:** Compound scales and demographic data that determine prioritizing outreach:

- Dropout Proneness
- Predicted Academic Difficulty
- Educator
- Receptivity

**Specific Recommendations:** Prescriptive priority order for each student to pursue. They relate their needs to specific forms of assistance cluster around academics, personal, career, financial, such as:

- Get help with exam skills
- Get help with study habits
- Get help selecting an academic program
- Get info on activity
- Get help with personal concerns

## Retention Data Center: Web dashboard



Integrate information for each student across all sections of the report				
	Page 1: Left column	Page 1: Left column	Page 1: Right column	
	CSI Scales—(Motivation and Coping) Review scores for each scale, then integrate information across Scales	Potential connections among Scales	Receptivity to Support Services Integrate with Motivation, Coping Scales, and Student Background Information	Student Background Information Integrate with Motivation, Coping, and Receptivity Scales
Academic Motivation	1. Study Habits	Scales 1, 3, 4	12. Receptivity to Academic Assistance	Grades, Work Time
	2. Reading Interests	Scales 2, 3	12. Receptivity to Academic Assistance	General Academic knowledge/ Perceived Academic Ability
	3. Verbal and Writing Confidence	Scales 3, 1, 2	12. Receptivity to Academic Assistance	General Academic knowledge/ Perceived Academic Ability
	4. Math and Science Confidence	Scales 4, 1, 2	12. Receptivity to Academic Assistance	General Academic knowledge/ Perceived Academic Ability
	5. Commitment to College	Scales 5, 8, 10	13. & 15. Receptivity to Career Guidance and Personal Counseling	Grades, Work Plans, Degree Sought
	6. Interaction with Previous Teachers	Scales 6, 9	13. Receptivity to Personal Counseling	Grades, Degree Sought
	7. Social Engagement	Scales 7, 1, 2, 9	14. Receptivity to Social Engagement	Work Plans, Grades
General Coping	8. Family Support	Scales 8, 10, 11	13. Receptivity to Personal Counseling	Parents' Education, Decision to Apply to College
	9. Capacity for Tolerance	Scales 9, 2, 6	13. Receptivity to Personal Counseling	Academic Knowledge, Parents' Education
	10. Career Plans	Scales 10, 5, 8	15. Receptivity to Career Guidance	Grades, Academic Ability, Degree Plan
	11. Financial Security	Scales 11, 5, 8	16. Receptivity to Financial Guidance	Grades, Work Plans

### Conversation starters per scale for advisors:

- Study Habits: How did you study when you were in high school?
- Reading Interests: What is the latest book you have read?
- Verbal Confidence/Math and Science Confidence: What were your best subjects in High School?
- Commitment to College: What programs or areas of study are of greatest interest to you?
- Interaction with Previous Teachers: How would you describe your favorite teachers in high school?
- Social Engagement: What were your favorite social activities in high school?
- Family Support: How would you describe your family's involvement in your education?
- Capacity for Tolerance: How did you handle issues in your classes that challenged your points of view?
- Career Plans: What intrigues you most about this major/area?
- Financial Security: What kind of jobs would you consider if you decide to work while you're in college?

## Academic Motivation and General Coping Scale descriptions

The CSI Scale numbers in the left column correspond with the numbers/information below.

1. Study Habits: Willingness to make sacrifices to achieve academic success.
2. Reading Interests: Level of enjoyment of the actual learning process.
3. Verbal and Writing Confidence: Self-belief of doing well in reading, writing, and public speaking.
4. Math and Science Confidence: Self-belief of doing well in math and science courses.
5. Commitment to College: Value placed on college education and long-term benefits.
6. Interaction with Previous Teachers: Mind-set around experiences with instructors and administrators.
7. Social Engagement: General inclination to participate in social activities.
8. Family Support: Quality of family communication, and mutual respect.
9. Capacity for Tolerance: Acceptance of those with different political or social persuasions.
10. Career Plans: Identification of and/or commitment to career goals.
11. Financial Security: Level of confidence regarding financial situation/resources.

## Receptivity to Assistance Scale descriptions

The CSI Scale numbers in the center column correspond with the numbers/information below.

12. Academic Help: Student's desire to receive course-specific tutoring or individual help with study habits, reading skills, examination skills, writing skills, or mathematic skills.
13. Personal Counseling: Measures the student's felt need for help with personal concerns.
14. Social Engagement: Measures the student's desire to meet other students and to participate in group activities.
15. Career Guidance: Measures the student's desire for help in selecting a major or career.
16. Financial Guidance: Measures the student's interest in discussing ways to increase their financial resources for college.



Thoughts,  
Questions, or  
Comments



# Case Studies

# The Student and Advisor Reports allow you to consider the following questions:

- What are the student's major *strengths*?
- What are the *barriers* that the student must overcome to be successful?
- What *areas should be discussed* with the student?
- What *cautions* would I exercise in interviewing the student?
- What *action* steps will I encourage the student to take?

# Start with a strengths-based approach



## *Strength-based approach*

What is the **highest** score? Start there!



## *Inquiry-based approach*

Where do you think **you** need the most help?

# Small Group Analysis



## Small Group Analysis of Reports

Please divide into groups. Using one of the sample reports, please answer these questions. Prepare to share your responses with your colleagues.

- What are the student's major strengths?

---

---

---

- What are the barriers that the student must overcome to be successful?

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- What areas should be discussed with the student?

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- What cautions would you exercise in interviewing the student?

---

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---

- What recommendations would you make to the student?

---

---

---

Prepare to share your responses with colleagues.

# Best Practices for 1:1 CSI Conversations

- Remember: It's about the relationship you are creating with your students
- Prepare before meeting with the student
- Look for patterns in the results
- Utilize open-ended questions to generate the conversation
- Focus on how the student will use the insights gained from their results in their college success plans
- Connect students to resources at SCSU
- Schedule follow-up appointments as needed
- Other ideas?



# Lunch Break!

(We will resume at 1:00 p.m.)





# Introduction to the Retention Data Center

# Log in to <https://client.ruffalonl.com/myRuffaloNL> to access the *RMS Plus* client community

Home › myRuffaloNL › Login

myRuffaloNL

Client Communities

Create Account

Request Password

▶ Login

## Login


Please log in to access myRuffaloNL

Please enter your email and myRuffaloNL password. If you are a Ruffalo Noel Levitz client, logging in will give you access to features such as Safe Mail and Client Communities.

Login Information

Email

Password

 Log On

**Forgot your password?**

[Click here to request your password by email.](#)

**Sign up for a MyRuffaloNL account**

Professionals at campuses and nonprofits are welcome to sign up for a MyRuffaloNL account. This account allows you to login and access our current research reports and white papers, and have order forms and event registration forms prepopulate your information. [Sign up for an account.](#)

**Need help?**

Call Ruffalo Noel Levitz at 1-800-876-1117 or [contact us by email.](#)



# The Retention Data Center Dashboard

*Adds ease and efficiency to the assessment and intervention process*

**RUFFALO NOEL LEVITZ** RMS Plus RETENTION DATA CENTER

Demonstration University

How To... myFILTERS CONFIGURATION LOGOUT

DASHBOARD STUDENTS EXPORT DATA SUMMARY RESULTS IMPORT DATA SURVEYS

Welcome,

**Current Survey Snapshot**

--Select a Survey--

**Survey Status**

Survey	Form	Status	End Date	Rate
--------	------	--------	----------	------

**Last Three Saved Filters**

None

**Technical Support**

[StudentSuccessTech@RuffaloNL.com](mailto:StudentSuccessTech@RuffaloNL.com)

**RMS Plus Client Community**

[Planning and Implementing Your Survey](#)

[Retention Data Center Documentation](#)

[Reviewing Your Results](#)

[Sharing Your Results](#)



# Access to all reports for groups of students

*Take advantage of custom grouping fields for targeted outreach*


The screenshot displays the RMS Plus Retention Data Center interface. At the top, the logo for Ruffalo Noel Levitz is visible, along with the text "RMS Plus RETENTION DATA CENTER" and "Demonstration University". Navigation buttons include "How To...", "myFILTERS", "CONFIGURATION", and "LOGOUT". A secondary navigation bar contains "DASHBOARD", "STUDENTS", "EXPORT DATA", "SUMMARY RESULTS", "IMPORT DATA", and "SURVEYS".

The main content area shows a "SURVEY VIEW" section with a "CHANGE" button, a filter dropdown set to "- None -", and a "FILTER" button. Below this, the survey name is "New Student 2015" and the status is "Completed". A "Restricted Students Included" field is also present. The total number of students is 1175. A search bar and "SEARCH" button are located on the right. Below the search bar are buttons for "Add New Student" and "E-mail".

The main data table has the following columns: First Name, Last Name, Survey Status, Custom Grouping 1, Custom Grouping 2, Custom Grouping 3, Custom Grouping 4, Custom Grouping 5, Gender, and Actions. The first two columns are highlighted with a blue box, and the five custom grouping columns are highlighted with a red box. A red arrow points from the top of the slide to the "Last Name" column header. The table shows 12 rows of data, all with a "Completed" survey status. The gender of the students varies between Male and Female. The "Actions" column contains a magnifying glass icon for each row.

<input type="checkbox"/>	First Name	Last Name	Survey Status	Custom Grouping 1	Custom Grouping 2	Custom Grouping 3	Custom Grouping 4	Custom Grouping 5	Gender	Actions
<input type="checkbox"/>			Completed						Female	
<input type="checkbox"/>			Completed						Male	
<input type="checkbox"/>			Completed						Male	
<input type="checkbox"/>			Completed						Male	
<input type="checkbox"/>			Completed						Female	
<input type="checkbox"/>			Completed						Female	
<input type="checkbox"/>			Completed						Female	
<input type="checkbox"/>			Completed						Male	
<input type="checkbox"/>			Completed						Female	
<input type="checkbox"/>			Completed						Male	
<input type="checkbox"/>			Completed						Female	

# Access to all reports on individual students



**RMS Plus RETENTION DATA CENTER**

Demonstration University

How To...
myFILTERS
CONFIGURATION
LOGOUT

DASHBOARD

STUDENTS

EXPORT DATA

SUMMARY RESULTS

IMPORT DATA

SURVEYS

SURVEY VIEW CHANGE
- None -  FILTER
1176 Students

SURVEY NAME: New Student 2015

SURVEY STATUS: Completed

Restricted Students Included: |

Add New Student
E-mail

SEARCH
✕

For selected students:

- Select Report or Edit Values - ▾

<input type="checkbox"/>	First Name	Last Name	Survey Status	Custom Grouping 1	Custom Grouping 2	Custom Grouping 3	Custom Grouping 4	Custom Grouping 5	Gender	Actions
<input type="checkbox"/>			Completed						Female	<a href="#">i</a>
<input type="checkbox"/>			Completed						Male	<a href="#">i</a>
<input type="checkbox"/>			Completed						Male	<a href="#">i</a>
<input type="checkbox"/>			Completed						Male	<a href="#">i</a>
<input type="checkbox"/>			Completed						Female	<a href="#">i</a>
<input type="checkbox"/>			Completed						Female	<a href="#">i</a>
<input type="checkbox"/>			Completed						Female	<a href="#">i</a>
<input type="checkbox"/>			Completed						Female	<a href="#">i</a>
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<input type="checkbox"/>			Completed						Female	<a href="#">i</a>
<input type="checkbox"/>			Completed						Female	<a href="#">i</a>
<input type="checkbox"/>			Completed						Female	<a href="#">i</a>
<input type="checkbox"/>			Completed						Female	<a href="#">i</a>

Student Report
Advisor/Counselor Report
Coordinator Report
Advise Student
Edit Profile
E-mail Student

Student One

Female, Age 18, ID#500000001

Demonstration University

July 16, 2015

College Student Inventory™

Student One Student Report

**Instructions**

Student One, this is an interpretive report of your responses to the College Student Inventory. Its purpose is to help you identify your special interests and needs. The percentile ranks show how you compare to a larger sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than yours. Since they are based on questionnaire information alone, they may give only a rough indication of your true attitudes. Your advisor or counselor will help you understand your scores and find the services you desire.

Motivational Assessment

Academic Motivation	Perc. Rank	Very Low	Very High
Study Habits	6		
Intellectual Interests	96		
Verbal and Writing Confidence	17		
Math and Science Confidence	87		
Desire to Finish College	79		
Attitude Toward Educators	91		

Student Background Information

<b>High School Academics</b>	
Senior Year GPA	B+ Average
<b>Family Background</b>	
Racial/Ethnic Origin	Hispanic or Latino
Mother's/Guardian's Education	High School Diploma
Father's/Guardian's Education	Some High School



# Filter your data with standard or customized filtering functions

The screenshot displays the RMS Plus Retention Data Center interface for Demonstration University. The top navigation bar includes 'DASHBOARD', 'STUDENTS', 'EXPORT DATA', 'SUMMARY RESULTS', 'IMPORT DATA', and 'SURVEYS'. The main content area shows a 'SURVEY VIEW' for 'New Student 2015' with a 'Completed' status. A dropdown menu is open, listing various filtering options such as 'None', 'New Filter', 'Clear Filter', and several 'CSI Only' filters. A 'FILTER' button is highlighted in a red box. Below the dropdown, a table of student data is visible, with columns for 'First Name', 'Last Name', 'Survey Status', 'Gender', and 'Actions'. The table shows 1175 students, with the first 100 displayed.

**RUFFALO NOEL LEVITZ** RMS Plus RETENTION DATA CENTER

Demonstration University

How To... myFILTERS CONFIGURATION LOGOUT

DASHBOARD STUDENTS EXPORT DATA SUMMARY RESULTS IMPORT DATA SURVEYS

SURVEY VIEW CHANGE 1175 Students

SURVEY NAME: New Student 2015 SURVEY STATUS: Completed

For selected students: - Select Report or Edit Values -

**FILTER**

- None -
- New Filter -
- Clear Filter -
- CSI Only--Career Planning/Closure (<35) (\*)
- CSI Only--Financial Security(<35) (\*)
- CSI Only--High Dropout Proneness(>65) (\*)
- CSI Only--Receptivity to Academic Assistance > 65 (\*)
- CSI Only--Receptivity to Institutional Help(>65) (\*)
- CSI Only--Receptivity to Personal Counseling (>65) (\*)
- CSI Only--Receptivity to Social Enrichment(>65) (\*)
- Internal Validity(<3) (\*)
- Most Recently Uploaded - Not Completed (\*)
- Student Advised (\*)
- Student Not Advised (\*)
- Students - Non-Restricted (\*)
- Students - Restricted (\*)
- Survey Status - Complete (\*)
- Survey Status - Not Completed (\*)

	First Name	Last Name	Survey Status	Gender	Actions
<input type="checkbox"/>			Completed	Male	
<input type="checkbox"/>			Completed	Female	
<input type="checkbox"/>			Completed	Female	
<input type="checkbox"/>			Completed	Male	
<input type="checkbox"/>			Completed	Male	
<input type="checkbox"/>			Completed	Female	
<input type="checkbox"/>			Completed	Female	
<input type="checkbox"/>			Completed	Male	
<input type="checkbox"/>			Completed	Female	
<input type="checkbox"/>			Completed	Female	

# Customized filters for targeted outreach-both individual and groups of students

The screenshot displays the RMS Plus RETENTION DATA CENTER interface for Demonstration University. The top navigation bar includes 'DASHBOARD', 'STUDENTS', 'EXPORT DATA', 'SUMMARY RESULTS', 'IMPORT DATA', and 'SURVEYS'. A 'FILTER' button is highlighted with a red box. A dropdown menu is open, listing various filter options such as '- None -', '- New Filter -', '- Clear Filter -', and several CSI Only filters (e.g., 'CSI Only--Career Planning/Closure (<35) (\*)', 'CSI Only--Financial Security(<35) (\*)', etc.).

Two 'Filter Students' pop-ups are shown. The left pop-up is for 'SENSE OF FINANCIAL SECURITY (PERCENTILE)' with 'FROM:' set to 0 and 'TO:' set to 50. The right pop-up is for 'STUDY HABITS (PERCENTILE)' with 'FROM:' set to 0 and 'TO:' set to 50. Both pop-ups include a 'SAVE FILTER (OPTIONAL)' field and 'APPLY FILTER' and 'CANCEL' buttons.

The background shows a table with columns: 'First Name', 'Last Name', 'Survey Status', 'Student Abide', 'Custom Grouping', 'Gender', and 'Actions'. The table is filtered to show 1175 students.

# Send emails to individual students

The screenshot displays the Ruffalo Noel Levitz RMS Plus Retention Data Center interface. At the top left, the logo for Ruffalo Noel Levitz is visible, along with the text 'RMS Plus RETENTION DATA CENTER'. The top right corner shows 'Demonstration University' and navigation buttons for 'How To...', 'myFILTERS', 'CONFIGURATION', and 'LOGOUT'. Below this is a navigation bar with buttons for 'DASHBOARD', 'STUDENTS', 'EXPORT DATA', 'SUMMARY RESULTS', 'IMPORT DATA', and 'SURVEYS'. The main content area shows a 'SURVEY VIEW' section with a 'CHANGE' button and a filter dropdown set to '- None -'. Below this, there are fields for 'SURVEY NAME' (New Student 2015) and 'SURVEY STATUS' (Completed), along with a 'Restricted Students Included' field. A search bar and a 'SEARCH' button are also present. The main table displays a list of students with columns for 'First Name', 'Last Name', 'Survey Status', and five 'Custom Grouping' columns. The 'E-mail Student' option is highlighted in a red box, and a red arrow points to it from the right. A modal window for sending an email is open, showing fields for 'To:', 'From:', 'Subject:', and 'Body:', along with a 'List of Fields' dropdown containing '[InstitutionName]' and '[StudentSurveyLink]'. The 'RNL' logo is in the bottom left corner.

**RUFFALO NOEL LEVITZ** RMS Plus RETENTION DATA CENTER

Demonstration University

How To... myFILTERS CONFIGURATION LOGOUT

DASHBOARD STUDENTS EXPORT DATA SUMMARY RESULTS IMPORT DATA SURVEYS

SURVEY VIEW CHANGE - None - FILTER 1176 Students

SURVEY NAME: New Student 2015 SURVEY STATUS: Completed Restricted Students Included: |

For selected students: - Select Report or Edit Values - Add New Student E-mail

Viewing 1 - 100 of 1175

<input type="checkbox"/>	First Name	Last Name	Survey Status	Custom Grouping 1	Custom Grouping 2	Custom Grouping 3	Custom Grouping 4	Custom Grouping 5	Gender	Actions
<input type="checkbox"/>			Completed						Female	
<input type="checkbox"/>			Completed						Male	
<input type="checkbox"/>			Completed						Male	
<input type="checkbox"/>			Comp						Male	
<input type="checkbox"/>			Comp						Female	
<input type="checkbox"/>			Comp						Female	
<input type="checkbox"/>			Comp						Female	
<input type="checkbox"/>			Comp						Female	
<input type="checkbox"/>			Comp						Male	
<input type="checkbox"/>			Comp						Female	
<input type="checkbox"/>			Comp						Female	
<input type="checkbox"/>			Comp						Male	
<input type="checkbox"/>			Comp						Female	
<input type="checkbox"/>			Comp						Female	
<input type="checkbox"/>			Comp						Male	
<input type="checkbox"/>			Comp						Female	

Student Report Advisor/Counselor Report Coordinator Report Advise Student Edit Profile E-mail Student

To: [ ] From: [ ] Subject: RE: [ ] Body: [ ]

List of Fields: [InstitutionName] [StudentSurveyLink]



# Targeted emails to filtered student cohorts

**SURVEY VIEW** **CHANGE** - None - FILTER 295 Students

SURVEY NAME: CSI 2019 | SURVEY STATUS: Completed | Restricted Students Included

For selected students: - Select Report or Edit Values -

**Add New Student** **E-mail**  **SEARCH**

Viewing 1 - 100 of 295

<input type="checkbox"/>	First Name	Last Name	Survey Status	Custom Grouping 2	Custom Grouping 3	Custom Grouping 4	Custom Grouping 5	Gender	Actions
<input type="checkbox"/>								Female	
<input type="checkbox"/>								Female	

### Send E-mails to Filtered Students

**WHEN DO YOU WANT TO SEND THIS E-MAIL?**

Schedule this e-mail to be sent at later date

Send this e-mail now

**NEXT**

### Send E-mails to Filtered Students

**PLEASE VERIFY:**

New Student List

STUDENT COUNT	FILTER NAME	SURVEY NAME	SURVEY STATUS
295	---	CSI 2019	Completed

No, don't continue. Go to Filters to select a different list of students.

**BACK** **NEXT**

# Export critical data to guide your outreach efforts

**RUFFALO NOEL LEVITZ** RMS Plus RETENTION DATA CENTER

How To... myFILTERS CONFIGURATION LOGOUT

DASHBOARD STUDENTS EXPORT DATA SUMMARY RESULTS IMPORT DATA SURVEYS

SURVEY VIEW CHANGE - None - FILTER 485 Students

SURVEY NAME: CSI Fall 2015 SURVEY STATUS: Completed Restricted Students Included

For selected students: - Select Report or Edit Values - Add New Student E-mail

<input type="checkbox"/>	First Name	Last Name	Survey Status	Major	Entry Term	Advisor	Cu
<input type="checkbox"/>	Student1	Sample1	Completed			Advisor 1	

DASHBOARD STUDENTS EXPORT DATA

SURVEY VIEW CHANGE - None -

SURVEY NAME: CSI Fall 2015 SURVEY STATUS: Completed Restricted Students Included

Use Existing Template: New Template 2 Add a New Template Delete Selected Template

Available Fields

- Academic Stress (percentile)
- Academic Stress (raw)
- Advisor
- Allow advisor to see survey information
- Attitude Toward Educators (percentile)
- Attitude Toward Educators (raw)
- Career Closure (percentile)
- Career Closure (raw)
- Course Section
- Custom Grouping
- Date of Birth
- Desire to Finish College (percentile)
- Desire to Finish College (raw)
- Desire to transfer
- Desire to Transfer (percentile)
- Desire to Transfer (raw)

Selected Fields

- First Name
- Last Name
- Email Address
- Student ID

File Export Format: Excel Export

- Create outreach lists
- Share with campus partners
- Merge data with other info
- Develop databases for further research

# Standard Summary and Planning Reports

The screenshot displays the Ruffalo Noel Levitz RMS Plus Retention Data Center interface. At the top left is the logo for Ruffalo Noel Levitz. To its right is the text "RMS Plus RETENTION DATA CENTER". On the top right, there are navigation buttons: "How To...", "myFILTERS", "CONFIGURATION", and "LOGOUT". Below this is a secondary navigation bar with buttons for "DASHBOARD", "STUDENTS", "EXPORT DATA", "SUMMARY RESULTS" (which is highlighted), "IMPORT DATA", and "SURVEYS".

The main content area shows a "SURVEY VIEW" section with a "CHANGE" button. Below this is a table with the following data:

SURVEY NAME	SURVEY STATUS	Restricted Students Included
CSI Fall 2015	Completed	

At the top right of the table area, there is a dropdown menu set to "- None -" and a "FILTER" button. To the right of the table, it says "485 Students".

Below the table, there is a section titled "Choose a Report:" with three radio button options:

- Summary and Planning Report
- Summary and Planning Report Excerpt (no student outreach lists included)
- Summary Observations with Receptivity Report

A blue arrow points to the first option, "Summary and Planning Report". Below the radio buttons is a "View Report" button.

At the bottom of the page, there is a footer with the text: "NOEL LEVITZ RMS Plus © 2015. ALL RIGHTS RESERVED. RMS Tech@Noellevitz.com"

# Navigating the Retention Data Center

The dashboard includes the following elements:

- Navigation Tabs:** DASHBOARD, STUDENTS, EXPORT DATA, SUMMARY RESULTS, IMPORT DATA, SURVEYS.
- Top Bar:** How To..., myFILTERS, CONFIGURATION, LOGOUT.
- Welcome Message:** Welcome, Courtney Smith-Greene
- Current Survey Snapshot:** 2022-23 CSI. A bar chart shows the number of completions: Jan '22 (0), Feb '22 (0), Mar '22 (0), Apr '22 (2), May '22 (50), Jun '22 (3).
- Survey Status Table:**

Survey	Form	Status	End Date	Rate
2022-23 CSI	College Student Inventory Form B	Active	3/31/2023	55/99
MYSA 2022-23	Mid-Year Student Assessment - Form B	New	3/31/2023	0/0
Fall 2021 CSI	College Student Inventory Form B	Closed	3/31/2022	297/313
MYSA Fall 2021	Mid-Year Student Assessment - Form B	Closed	3/31/2022	208/235
MYSA Fall 2020	Mid-Year Student Assessment - Form B	Closed	4/16/2021	189/483
Fall 2020 CSI	College Student Inventory Form B	Closed	2/14/2021	409/499
- Technical Support:** StudentSuccessTech@RuffaloNL.com
- RMS Plus Client Community:** Planning and Implementing Your Survey, Retention Data Center Documentation, Reviewing Your Results.

**DASHBOARD**

- Provides an overview of recent survey administrations
- Survey completion rate
- Hyperlink to incomplete students list (email survey reminders directly from Retention Data center)
- Client Community links for helpful resources at each stage of the implementation process

**STUDENTS**

- Access individual reports, including:
  - Coordinator Report
  - Advisor/Counselor Report
  - Student Report
  - Email student(s)
- Set parameters for viewing and accessing reports
- Filter students by specific criteria for outreach to sub-populations
- Record advising notes to document meetings, referrals & communications

**EXPORT DATA**

- Select and sort data fields to export for targeted communications
- Also includes Translated Data and Raw Data files

**SUMMARY RESULTS**

- Generate aggregate reports, including:
  - Summary and Planning Report(s)
  - Summary Observations with Receptivity Report(s)

**How To...** Documents to assist you with using the Retention Data Center.

**myFILTERS** Adjust custom filters.

**CONFIGURATION** Allows you to add additional campus personnel. Your campus logo to the assessment, and Supplemental campus-defined questions.

**IMPORT DATA**

- Upload additional data (such as e-mail, advisor, freshman seminar course section, residence hall, etc.). This allows you to:
  - Email survey invitations to students
  - Track students who have not completed the assessment

**SURVEYS**

- Customize your survey (College Student Inventory, Mid-Year Student Assessment, or Second-Year Student Assessment).
- Select additional features to include in your survey administration:
  - Grouping Fields to easily subgroup students
  - Narrative text to appear on your student report
  - Custom survey questions





Thoughts,  
Questions, or  
Comments



# Overview of the Mid-Year Student Assessment (MYSA)

# MYSA - Individual Reports

## Advisor/Counselor Report

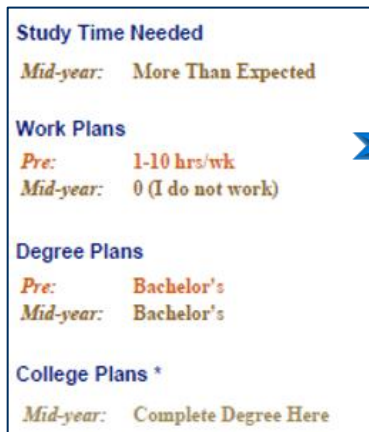
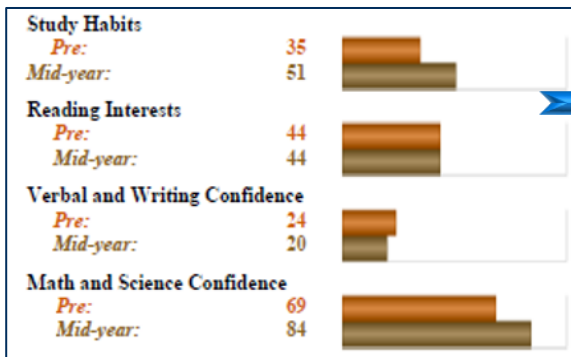
Mid-Year Student Assessment™				Student Information
Sample University				Andrea Doe
Advisor/Counselor Report				Female, Age 18, ID#12345678
Instructions				Student Status: Not Applicable
				Month DD, YYYY
<p>This report details the changes in Andrea's self-reported scores on the College Student Inventory (Pretest) to now. The percentile ranks for both the Pretest 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 Pretest, Motivational Assessment scores will not appear.)</p>				
Motivational Assessment	Perc. Rank	Very Low	Very High	Student Information
<b>Academic Motivation</b>				
Study Habits				Academics
<i>Prc:</i>	45			<i>Senior Year GPA:</i> B+ Average
<i>Mid-year:</i>	37			<i>First Term (projected):</i> Between A and B
Reading Interests				Academic Knowledge *
<i>Prc:</i>	71			<i>High School:</i> Next to the Highest 20%
<i>Mid-year:</i>	79			<i>College:</i> Next to the Highest 20%
Verbal and Writing Confidence				Academic Ability *
<i>Prc:</i>	76			<i>Prc:</i> Slightly Above Average
<i>Mid-year:</i>	70			<i>Mid-year:</i> Slightly Above Average
Math and Science Confidence				Study Time Needed
<i>Prc:</i>	43			<i>Mid-year:</i> More Than Expected
<i>Mid-year:</i>	36			Work Plans
Commitment to College				<i>Prc:</i> 0 Hours per Week
<i>Prc:</i>	46			<i>Mid-year:</i> 0 (I do not work)
<i>Mid-year:</i>	21			Degree Plans
Interactions with Previous Teachers				<i>Prc:</i> Professional
<i>Prc:</i>	73			<i>Mid-year:</i> Professional
<i>Mid-year:</i>	80			College Plans *
General Coping				<i>Mid-year:</i> Transfer to Another Institution to Complete Degree
Social Engagement				Family Background *
<i>Prc:</i>	59			<i>Racial Origin:</i> White/Caucasian
<i>Mid-year:</i>	63			<i>Mother's/Guardian's Education:</i> Some College
Family Support				<i>Father's/Guardian's Education:</i> High School Diploma
<i>Prc:</i>	50			
<i>Mid-year:</i>	39			
Capacity for Tolerance				
<i>Prc:</i>	59			
<i>Mid-year:</i>	42			
Career Plans				
<i>Prc:</i>	71			
<i>Mid-year:</i>	58			
Financial Security				
<i>Prc:</i>	47			
<i>Mid-year:</i>	28			* Not Displayed on Student Report

## Student Report

Mid-Year Student Assessment™				Student Information
Sample University				Andrea Doe
Advisor/Counselor Report				Female, Age 18, ID#12345678
Instructions				Student Status: Not Applicable
				Month DD, YYYY
<p>This report details the changes in Andrea's self-reported scores on the College Student Inventory (Pretest) to now. The percentile ranks for both the Pretest 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 Pretest, Motivational Assessment scores will not appear.)</p>				
Motivational Assessment	Perc. Rank	Very Low	Very High	Student Information
<b>Academic Motivation</b>				
Study Habits				Academics
<i>Prc:</i>	45			<i>Senior Year GPA:</i> B+ Average
<i>Mid-year:</i>	37			<i>First Term (projected):</i> Between A and B
Reading Interests				Academic Knowledge *
<i>Prc:</i>	71			<i>High School:</i> Next to the Highest 20%
<i>Mid-year:</i>	79			<i>College:</i> Next to the Highest 20%
Verbal and Writing Confidence				Academic Ability *
<i>Prc:</i>	76			<i>Prc:</i> Slightly Above Average
<i>Mid-year:</i>	70			<i>Mid-year:</i> Slightly Above Average
Math and Science Confidence				Study Time Needed
<i>Prc:</i>	43			<i>Mid-year:</i> More Than Expected
<i>Mid-year:</i>	36			Work Plans
Commitment to College				<i>Prc:</i> 0 Hours per Week
<i>Prc:</i>	46			<i>Mid-year:</i> 0 (I do not work)
<i>Mid-year:</i>	21			Degree Plans
Interactions with Previous Teachers				<i>Prc:</i> Professional
<i>Prc:</i>	73			<i>Mid-year:</i> Professional
<i>Mid-year:</i>	80			College Plans *
General Coping				<i>Mid-year:</i> Transfer to Another Institution to Complete Degree
Social Engagement				Family Background *
<i>Prc:</i>	59			<i>Racial Origin:</i> White/Caucasian
<i>Mid-year:</i>	63			<i>Mother's/Guardian's Education:</i> Some College
Family Support				<i>Father's/Guardian's Education:</i> High School Diploma
<i>Prc:</i>	50			
<i>Mid-year:</i>	39			
Capacity for Tolerance				
<i>Prc:</i>	59			
<i>Mid-year:</i>	42			
Career Plans				
<i>Prc:</i>	71			
<i>Mid-year:</i>	58			
Financial Security				
<i>Prc:</i>	47			
<i>Mid-year:</i>	28			* Not Displayed on Student Report

# 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> Senior Year GPA: B+ Average First Term (projected): A Average
Study Habits	Pre: 35 Mid-year: 51			
Reading Interests	Pre: 44 Mid-year: 44			<b>Academic Knowledge *</b> High School: Highest 20% College: Highest 20%
Verbal and Writing Confidence	Pre: 24 Mid-year: 20			
Math and Science Confidence	Pre: 69 Mid-year: 84			<b>Academic Ability *</b> Pre: Considerably Above Average (top 20%) Mid-year: Considerably Above Average (top 20%)
Commitment to College	Pre: 68 Mid-year: 62			
Interactions with Previous Teachers	Pre: 60 Mid-year: 66			<b>Study Time Needed</b> Mid-year: More Than Expected
<b>General Coping</b>				
Social Engagement	Pre: 69 Mid-year: 77			<b>Work Plans</b> Pre: 1-10 hrs/wk Mid-year: 0 (I do not work)
Family Support	Pre: 63 Mid-year: 80			
Capacity for Tolerance	Pre: 45 Mid-year: 75			<b>Degree Plans</b> Pre: Bachelor's Mid-year: Bachelor's
Career Plans	Pre: 36 Mid-year: 31			
Financial Security	Pre: 35 Mid-year: 35			<b>College Plans *</b> Mid-year: Complete Degree Here
<b>Family Background *</b>				
Racial/Ethnic Origin: White/Caucasian Mother's/Guardian's Education: H.S. Diploma H.S. Father's/Guardian's Education: Diploma				<b>* Not Displayed on Student Report</b>





# MYSA - Aggregate Report

## Summary and Planning Report

	Pre(CSI-Form B)		Mid-year(MYSA)	
	N		N	
Total number of students:	256		268	
<b>Academic Motivation</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	
<b>Commitment to College</b>				
Pre	65.1	49.8	61.1	
Mid-year	61.5	47.9	58.0	
<b>Interactions with Previous Teachers</b>				
Pre	59.8	62.2	60.4	
Mid-year	61.5	62.3	61.7	
<b>Math and Science Confidence</b>				
Pre	58.6	64.4	60.1	
Mid-year	65.7	70.2	66.9	
<b>Reading Interests</b>				
Pre	55.3	44.9	52.6	
Mid-year	56.2	49.6	54.5	
<b>Study Habits</b>				
Pre	63.4	44.1	58.4	
Mid-year	68.6	50.9	64.0	
<b>Verbal and Writing Confidence</b>				
Pre	56.0	51.5	54.9	
Mid-year	60.4	60.8	60.5	
<b>General Coping</b>				
<b>Capacity for Tolerance</b>				
Pre	61.5	61.2	61.4	
Mid-year	64.7	65.4	64.9	
<b>Career Plans</b>				
Pre	64.3	52.4	61.2	
Mid-year	67.6	55.0	64.4	
<b>Family Support</b>				
Pre	64.2	63.2	64.0	
Mid-year	66.3	63.7	65.6	
<b>Financial Security</b>				
Pre	53.5	62.0	55.7	
Mid-year	64.8	70.4	66.2	
<b>Social Engagement</b>				
Pre	53.6	51.7	53.1	
Mid-year	54.2	54.3	54.2	
<b>Other</b>				
<b>Desire to Transfer</b>				
Pre	51.0	56.7	52.5	
Mid-year	N/A	N/A	N/A	

### Demographic Information

### Institutional Impressions

Students' satisfaction thus far

Number and percent by student rating (1 = low, 7 = high)

### 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
<b>Receptivity Academic Assistance</b>	54					
Exam skills		104	164	52	216	
Study habits		101	167	63	205	
Writing skills		98	170	47	221	
Math Skills		66	202	48	220	
Tutoring		94	174	38	230	
Reading skills		49	219	23	245	
<b>Receptivity to Career Guidance</b>	47					
Qualification for occupations		87	181	81	187	
Help with career/job plan		88	180	88	180	
Salaries for occupations		70	198	97	171	
Advantages/Disadvantages of occupations		66	202	80	188	
Help selecting occupation of interest		75	193	65	203	
<b>Receptivity Personal Counseling</b>	54					
Attitude toward school		78	190	21	247	
Discouragement/unhappy thoughts		57	211	22	246	
Unwanted habit(s)		36	232	5	263	
Personal relationships and social life		48	220	19	249	
Family matters		47	221	9	259	
Emotional tensions		44	224	11	257	
<b>Receptivity Financial Guidance</b>	53					
Part-time job		44	224	41	227	
Student loans		60	208	26	242	
Guidance - personal finances		48	220	53	215	
Holiday or summer jobs		39	229	67	201	
<b>Receptivity to Social Engagement</b>	66					
New friends		74	194	41	227	
Student government/campus activities		72	196	37	231	
Clubs and social organizations		105	163	56	212	

\*Pre (CSI-Form B) \*\*Mid-year (MYS)

N	%
123	45.90
58	21.64
60	22.39
27	10.07
0	0.00
0	0.00
0	0.00
7	2.61
91	5.79
138	51.49
79	29.48
0%	
28	10.45
172	6.47
2%	
3	1.12
70	5.48
0	0.00
0	0.00
N	%
73	27.24
108	40.30
83	30.97
5	1.12
1	0.37
N	%
0	0.00
0	0.00
0	0.00
73	5.49
102	38.06
101	37.69
65	24.25
N	%
0	0.00
6	2.24
46	17.16
117	43.66
92	34.33
7	2.61
N	%
23	8.58
178	66.42
67	25.00
N	%
250	93.28
8	2.99
0	0.00
10	3.73





Thoughts,  
Questions, or  
Comments



# Wrap-up: Implementation and Discussion

# Data to inform institutional action plans

## *Improve retention and graduation rates:*

- Provide early identification
- Provide a tool for advisors and counselors to enhance communication and relationship building
- Provide individual and aggregate data for developing and targeting customized communications
- Continue to take the “pulse” of your students
- ***Build a first- through fourth-term student success plan***

# Top 10 Best Practices

## *for making the most of the CSI*

1. Setting up your Retention Data Center
2. Timing of your administration
3. Utilizing the data
4. Engaging your campus partners
5. Equipping advisors to meet with students
6. Engaging students in conversations
7. Sharing the results
8. Connecting the dots
9. Monitoring impact
10. Planning for the future

# 2023-2024 RMS Implementation Plan

- College Student Inventory
  - Timeline: Fall 2023
- Mid-Year Student Assessment
  - Timeline: late Fall 2023 – Spring 2024
- **Goals for 2023-2024:**
  - Maximize use of data for relationship building, strategic planning, referrals and aligning of resources



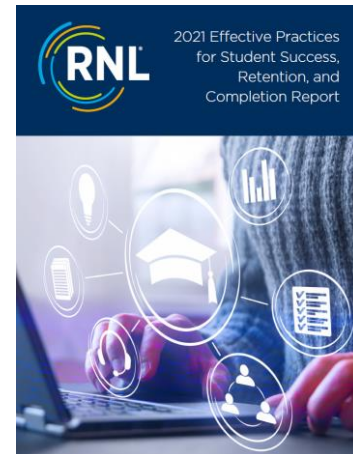
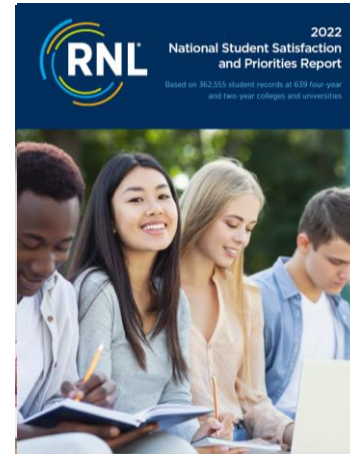
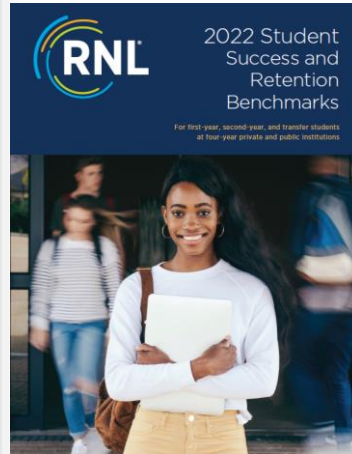
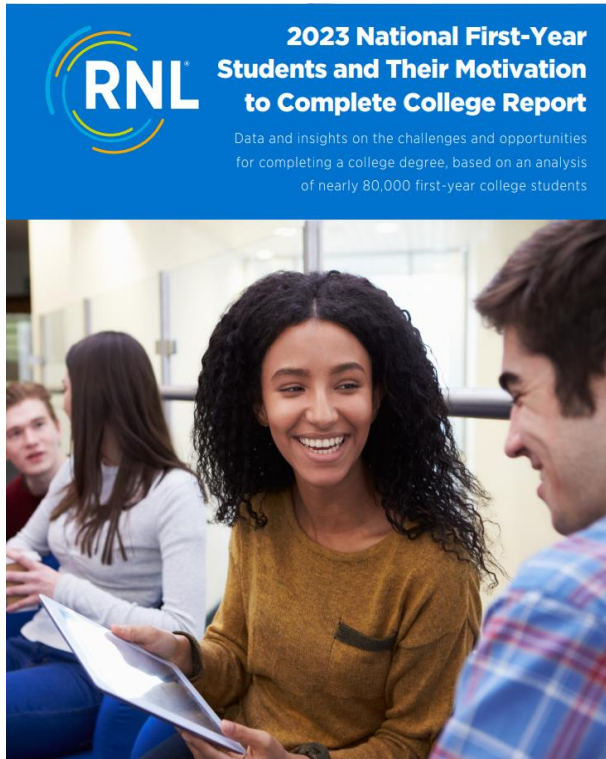
Thoughts,  
Questions, or  
Comments

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

# Additional Student Success Resources



# A focus on college completion initiatives



[RuffaloNL.com/FirstYear](https://RuffaloNL.com/FirstYear)

[RuffaloNL.com/Papers](https://RuffaloNL.com/Papers)



# Thank you!

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