

RNL Student Success Assessment Tools: Using Data to Inform Your Retention Efforts

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Gathering data from your current student population...

That's Institutional Research's job, right?

Or is it?



Enrollment Manager, VP of Academic Affairs, Leader in Student Affairs

and you care about...

The health of your institution

Keeping your students enrolled to graduation

Showing your students you care about them as individuals

**This is
your job!**

Regularly assessing student motivation and student satisfaction should be on your radar.

Intentionally using data to improve the lives of your students and identify key challenges for the college must be a priority for **EVERY** member of the institutional leadership team.



**Speaking of challenges, here is
what the data are telling us**

How committed to college are first-year students?

The value of time, money, and effort

	PRIVATE	PUBLIC	TWO-YEAR	OVERALL
Strong desire to continue my education	96%	98%	96%	97%
Wonder if college is worth the time, money, and effort	28%	27%	27%	27%
No desire to transfer	70%	74%	56%	70%

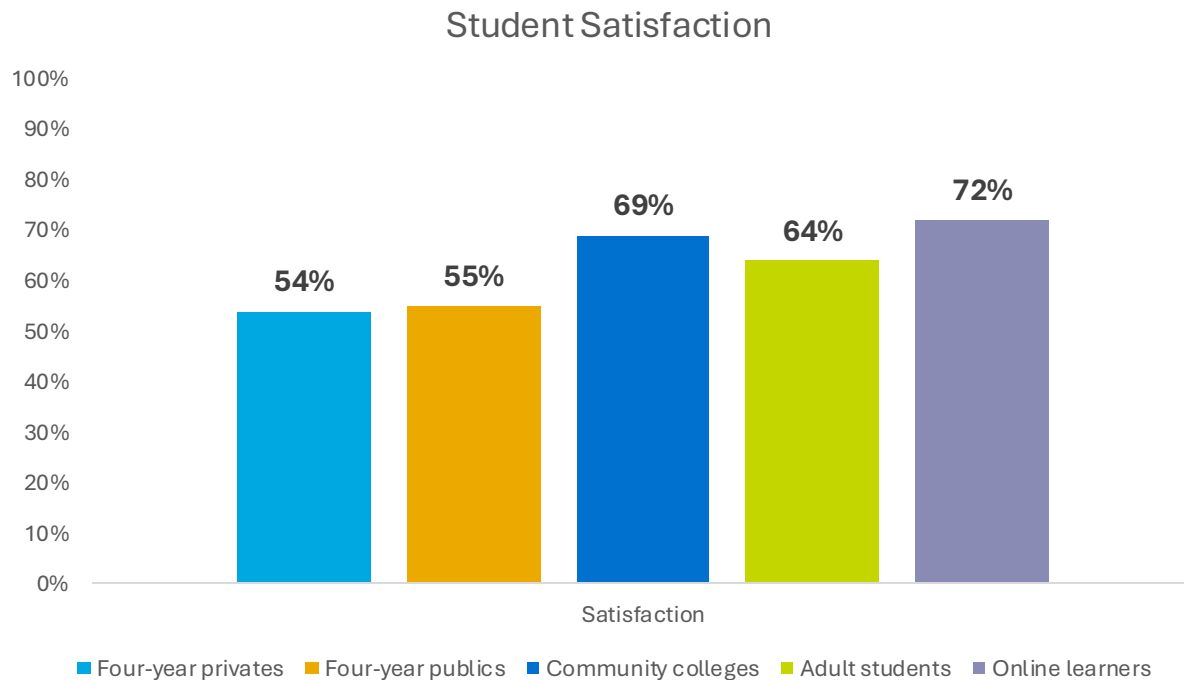
Top 10 requests for assistance: First-year students

Top 10 requests for assistance: First-year students

- ① Would like to meet some new friends at informal gathering **73%**
- ② Help selecting education plan to get good job **70%**
- ③ Find out more about clubs and social organizations at college **67%**
- ④ Receive help to improve study habits **67%**
- ⑤ Talk about qualifications needed for certain occupations **65%**
- ⑥ Talk about getting a scholarship with someone **64%**
- ⑦ Would like instruction on how to take college exams **64%**
- ⑧ Talk with someone about salaries and future for occupation **58%**
- ⑨ Help selecting occupation suited to my interests **53%**
- ⑩ Find out about student government and activities on campus **53%**



How satisfied are college students?



Percentages indicates the proportion of “satisfied” or “very satisfied” scores

Rate your overall satisfaction with your experience here thus far

SCORING

Not satisfied at all

Not very satisfied

Somewhat dissatisfied

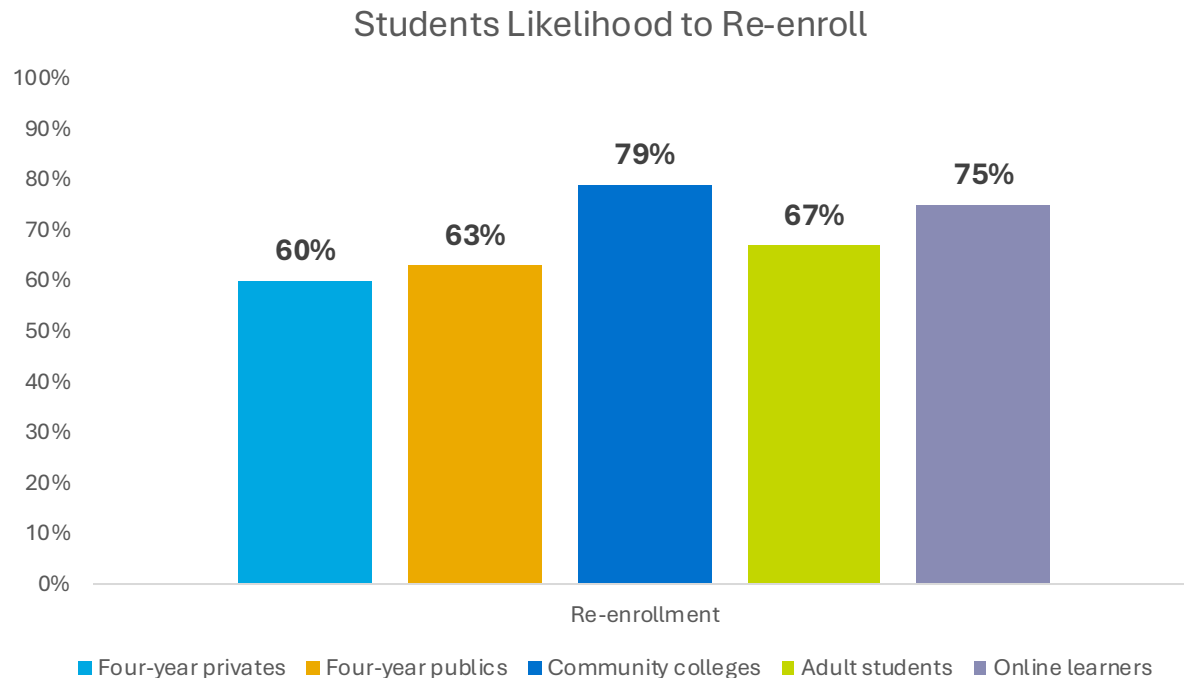
Neutral

Somewhat satisfied

Satisfied

Very satisfied

How likely are students to re-enroll?



All in all, if you had to do it again, would you enroll here?

SCORING

Definitely not

Probably not

Maybe not

I don't know

Maybe yes

Probably yes

Definitely yes

Percentages indicates the proportion of “probably yes” and “definitely yes” scores

**This is just
the tip of
the iceberg.**





What if you knew...

Before they even stepped foot on campus

- ✓ What each of your students needed to be successful
- ✓ Their unique risk factors, both academic and non-academic
- ✓ What students are most receptive to assistance and what kind of assistance
- ✓ What students plan to leave and who are most drop-out prone

How would that impact your approach to early intervention?

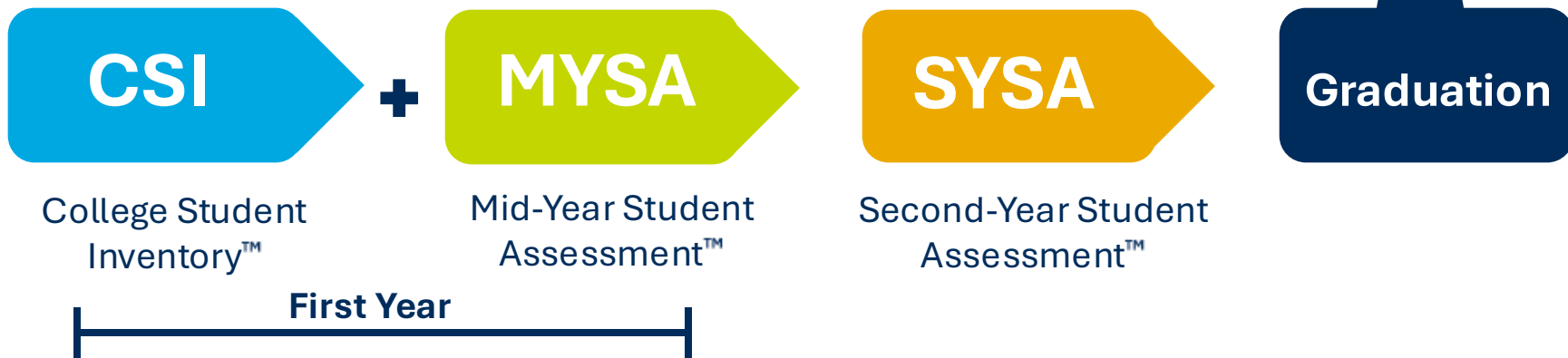
Retention Management System

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.

For more information: www.RuffaloNL.com/RMSPlus

Retention Management System™

**Early identification + Early intervention =
Increased student success**



The College Student Inventory



Identifies students' strengths, challenges, and receptivity to support



Recommendations for early interventions

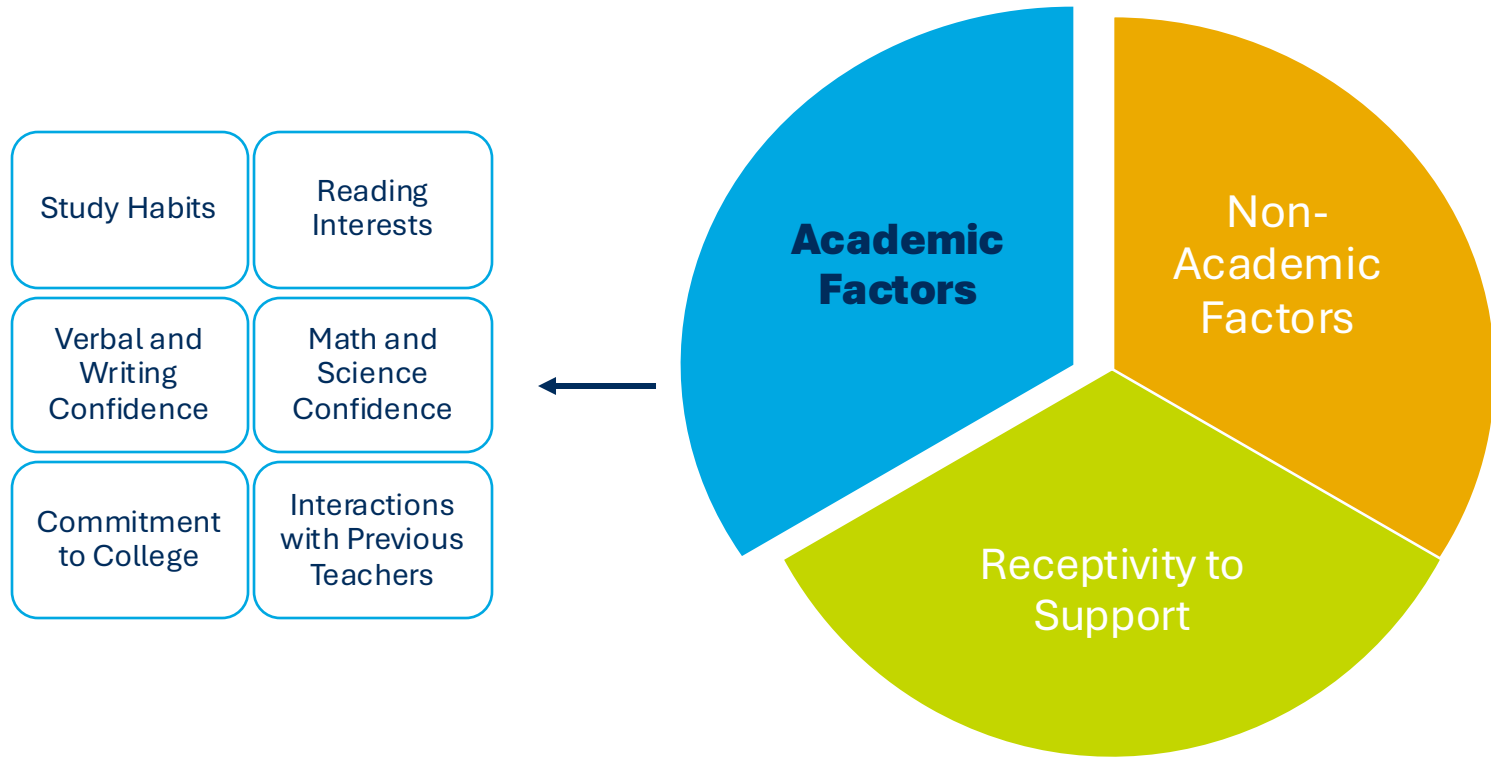


Incorporate into student success plan

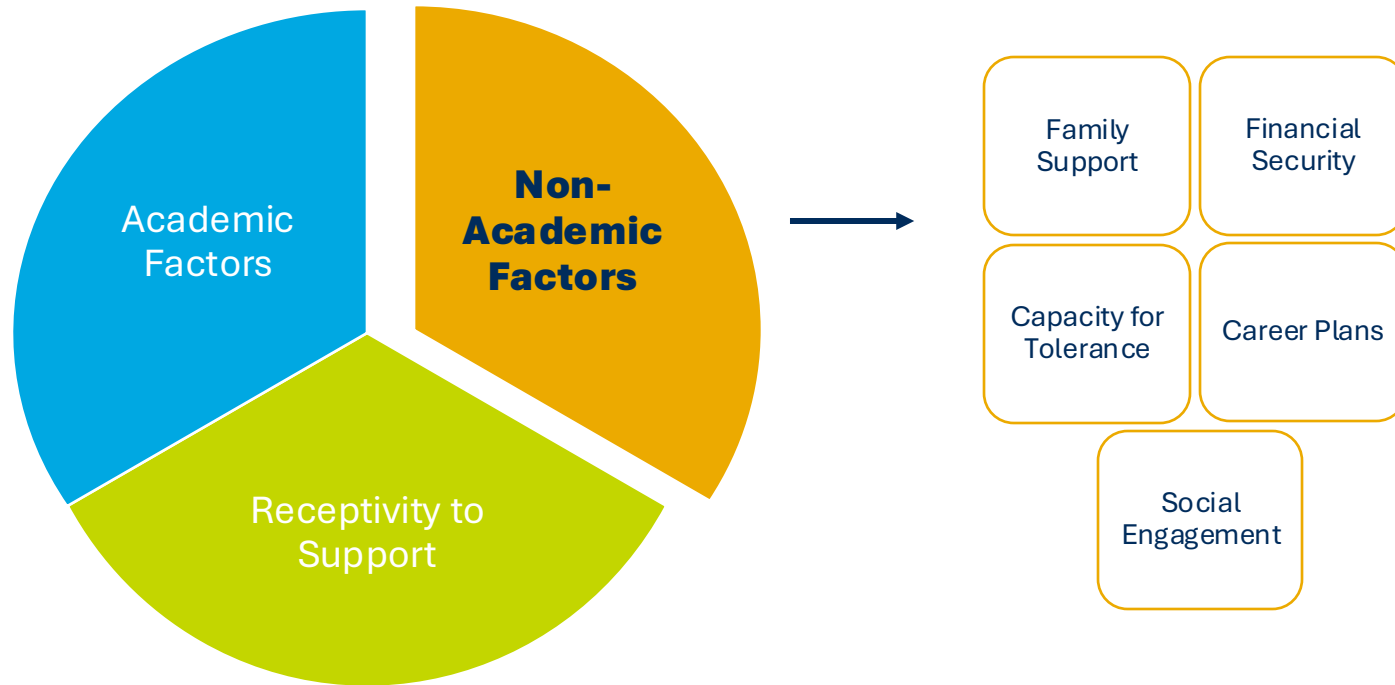


Link students to campus resources and services

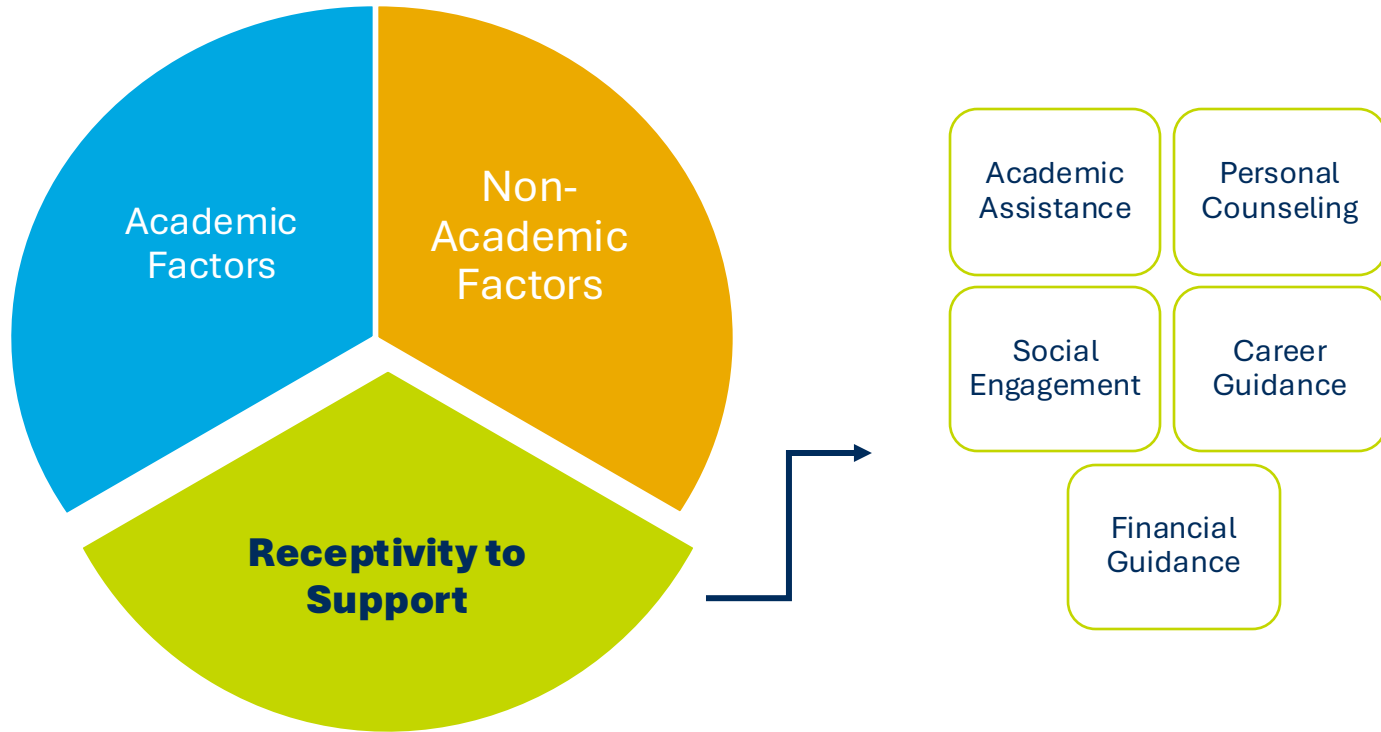
Student Motivation Variables



Student Motivation Variables



Student Motivation Variables



Sample Report:

College Student Inventory™

Personal Success Plan for Stacey

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

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

















Other Indications*

Desires to transfer

Advisor/Counselor Report

Instructions

This is a report of Stacey's College Student Inventory results. Please give her a thorough explanation of her Student Report. If you agree with the recommendations, gently encourage her to follow them. When possible, try to make the arrangements yourself as a way of reducing motivational barriers. Avoid attempting any psychological counseling if not professionally trained for such work. Above all, be sure to protect the confidentiality of this report. Please see the CSI Advisor's Guide™ for more details.

Motivational Assessment				Student Background Information	
Academic Motivation	Perc. Rank	Very Low	Very High	High School Academics	
Study Habits	43			Senior Year GPA	B+ Average
Reading Interests	16			Family Background	
Verbal and Writing Confidence	77			Racial/Ethnic Origin	White/Caucasian
Math and Science Confidence	43			Parent1's/Guardian's Education	Some College
Commitment to College	44			Parent2's/Guardian's Education	Some College
Interactions with Previous Teachers	84			College Experience	
General Coping				Decision to Enroll	Many Months Before
Social Engagement	41			Degree Sought	Master's
Family Support	55			Plans to Work	0 Hours per Week
Capacity for Tolerance	47			Grouping Fields*	
Career Plans	26			Program/Major	Accounting
Financial Security	41			Grouping 2	Response 1
Receptivity to Support Services				Advisor	Phillips
Academic Assistance	51			Grouping 4	Assign 2
Personal Counseling	85			Course Section	FYE101-3
Social Engagement	30				
Career Guidance	51				
Financial Guidance	79				

Internal Validity Excellent

Personal Success Plan for Stacey

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

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

Notice

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

Other Indications*

Desires to transfer

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

CSI – Aggregate/Cohort Report

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

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

**Top 10
recommendations**

Section B

Recommendations

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

Note: The percentage score is based on the number of students whose request for assistance on each item was 6 or higher (in a range of 1-10).
Items in the shaded area represent the top ten requests.

The Mid-Year Student Assessment™ (MYSA)

1. Shows student growth and development
2. Requests for assistance at mid-year
3. Insights into factors contributing to risk
4. Plans for next semester and beyond



Sample Report:

Mid-Year Student Assessment™

Academic Motivation

Study Habits

Pre: 58

Mid-year: 82

Reading Interests

Pre: 75

Mid-year: 70

Verbal and Writing Confidence

Pre: 61

Mid-year: 81

Math and Science Confidence

Pre: 3

Mid-year: 11

Commitment to College

Pre: 3

Mid-year: 10

Interactions with Previous

General Coping

Social Engagement

Pre: 50

Mid-year: 62

Family Support

Pre: 99

Mid-year: 99

Capacity for Tolerance

Pre: 57

Mid-year: 69

Career Plans

Pre: 3

Mid-year: 13

Financial Security

Pre: 45

Mid-year: 29

Mid-Year Student Assessment™

Sample College

Advisor/Counselor Report

Instructions

This report details the changes in Jane'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.)

Jane Smith ID#

Gender: Female, Age 19,

Student Status: Not Applicable

Month, Day Year

Motivational Assessment	Perc. Rank	Very Low	Very High	Student Information
Academic Motivation				Academics
Study Habits				Senior Year GPA: A Average
Pre: 58				First Term (projected): Between A and B
Mid-year: 82				Academic Knowledge *
Reading Interests				High School: Middle 20%
Pre: 75				College: Next to the Highest 20%
Mid-year: 70				Academic Ability *
Verbal and Writing Confidence				Pre: Average
Pre: 61				Mid-year: Slightly Above Average
Mid-year: 81				Study Time Needed
Math and Science Confidence				Mid-year: More Than Expected
Pre: 3				Work Plans
Mid-year: 11				Pre: 1-10 Hours per Week
Commitment to College				Mid-year: 1-10 Hours per Week
Pre: 3				Degree Plans
Mid-year: 10				Pre: I am not sure of my plans at this time.
Interactions with Previous Teachers				Mid-year: Professional
Pre: 66				College Plans *
Mid-year: 83				Mid-year: Complete Degree Here
General Coping				Family Background *
Social Engagement				Racial Origin: Hispanic or Latino
Pre: 50				Mother's/Guardian's Education: Professional
Mid-year: 62				Father's/Guardian's Education: Bachelor's
Family Support				Grouping Fields*
Pre: 99				
Mid-year: 99				
Capacity for Tolerance				
Pre: 57				
Mid-year: 69				
Career Plans				
Pre: 3				
Mid-year: 13				
Financial Security				
Pre: 45				
Mid-year: 29				

* Not Displayed on Student Report

Improve student success initiatives and graduation rates in the second-year

Second-Year Student Assessment™



- Administered to second-year students toward end of freshmen year or fall of second year
- Results ready immediately
- Reviewed by student and advisor
- Retention Planning Reports provide national comparison data and student satisfaction results

**Student-
Identified
Priorities**



**Identified academic and
non-academic risk
factors and transfer/
re-enrollment plans**



**Individual and
Institutional
Action Planning**

Sample Report:

Second-Year Student Assessment™

Motivational Assessment

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

Academic Motivation	Your Score	
Academic Confidence	82.1%	
Commitment to College	50.0%	
Engaged Learning	78.6%	
Social Motivation		
Leadership	78.6%	
General Coping		
Transition	45.7%	
Family Support	42.9%	
Sense of Financial Security	28.6%	
Miscellaneous		
Internal Validity	Excellent	

Second-Year Student Assessment™

Marie Doe
Student Report

Marie Doe
Female, Age xx, ID# 44444
Sample College
Month DD, YYYY

Instructions

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

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

Motivational Assessment

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

Academic Motivation	Your Score	
Academic Confidence	82.1%	
Commitment to College	50.0%	
Engaged Learning	78.6%	
Social Motivation		
Leadership	78.6%	
General Coping		
Transition	45.7%	
Family Support	42.9%	
Sense of Financial Security	28.6%	
Miscellaneous		
Internal Validity	Excellent	

Institutional Impressions

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

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

Needs and Interests

Your receptivity to assistance in each area below:

	Did you receive assistance last year?	Do you want to receive assistance this year?	Potential sources of assistance
Academic Assistance			
Get help with study skills (time management, exam skills).	No	No	Talk with your instructors or your advisor about learning skills services available at your institution.
Find tutors in one or more of my courses.	No	Yes	
Advising			
Select an academic program or major.	No	Yes	Talk with your advisor or an instructor for assistance with questions about your major, academic plans, grades, or transfer issues.
Prepare a written academic plan for graduation.	No	Yes	
Figure out the impact of my grades on my desired major.	No	Yes	
		Yes	
		Yes	Visit your career services office to explore career options and work experiences that are right for you.
		Yes	
		No	Visit your financial aid office to get information about services available to assist you in one or more of these areas.
		No	
		No	
		Yes	The office of student affairs can direct you to services in these areas.
		Yes	
		Yes	

Needs and Interests

Your receptivity to assistance in each area below:

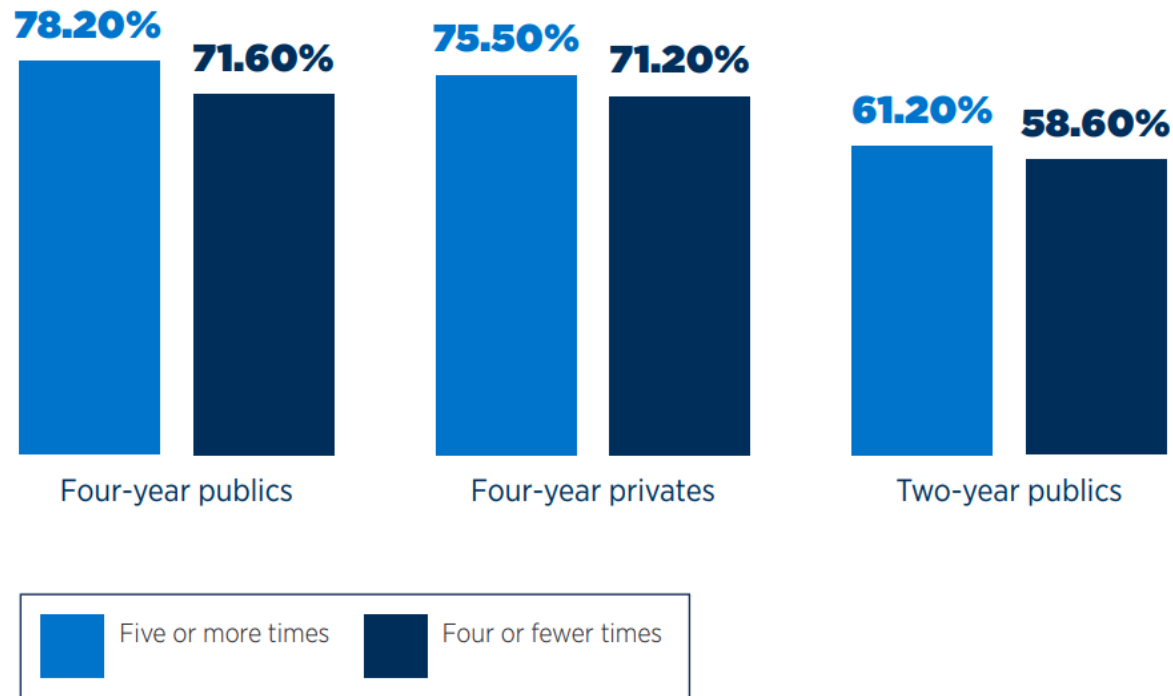
	Did you receive assistance last year?	Do you want to receive assistance this year?	Potential sources of assistance
Academic Assistance			
Get help with study skills (time management, exam skills).	No	No	Talk with your instructors or your advisor about learning skills services available at your institution.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

Retention by the Numbers

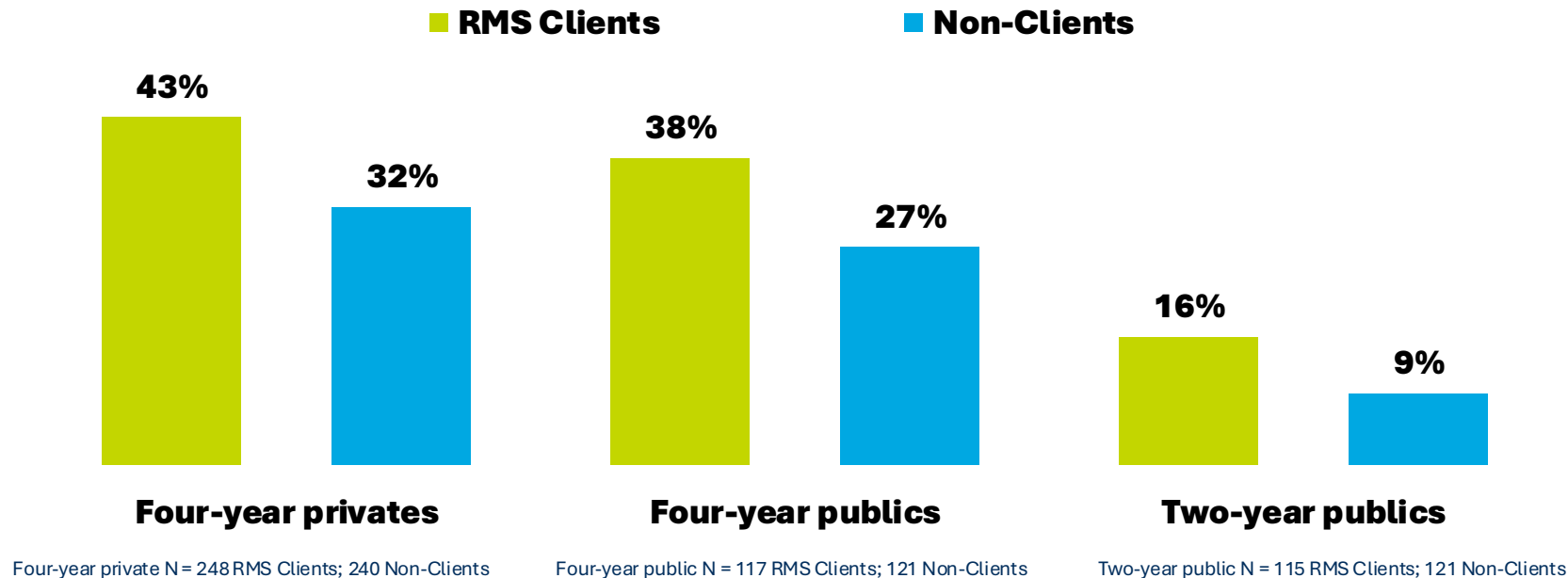


Retention rates for RMS clients

Based on number of administrations



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



Individual and Holistic



Focusing on influencing individual students when they are first beginning their relationship with us



Continue to understand what matters as students progress through their collegiate experience and use that feedback to guide our student success initiatives



Zoomed-in approach to wide lens view

A blue-tinted photograph of a group of people in a meeting. A woman with curly hair is standing and speaking, gesturing with her hands. Two men are seated at a table in front of her, looking up at her. Another person is partially visible on the left. The background shows a modern office or library setting with bookshelves and large windows.

The importance of the student voice



What if you had...

Quantitative data that supports your decision making

- ✓ Your institutional strengths and challenges from the student perspective
- ✓ How your satisfaction levels compare with students nationally
- ✓ The top priorities of your currently enrolled students to know where resources (time, money, personnel) should be focused

How would that impact your student success initiatives?

Satisfaction-Priorities Surveys (SPS)

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

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

RNL Satisfaction-Priorities Surveys

Select the version(s) based on the institution type and the student populations being served

Student Satisfaction Inventory (SSI):

Students on-ground
at four-year and two-
year institutions

Adult Student Priorities Survey

(ASPS): Adult
Graduate and
Undergrad

Priorities Survey for Online Learners

(PSOL): Students in
Online Learning
Programs

What will an RNL satisfaction assessment tell you about your institution?

This is what you will learn from your student population



Overall levels of satisfaction



Likelihood to re-enroll



Institutional strengths and challenges



Satisfaction compared with students nationally



Perceptions of subset student populations by demographics



First-choice institution perceptions



Factors in the decision to enroll



Shifts in student satisfaction over time

RNL SPS Reporting: Executive Summary View

Bottom Line Indicators

Satisfied / Very Satisfied

How satisfied are our students compared with students nationally?

Percentages below indicate the students indicating Satisfied/Very Satisfied.

68%

Our Institution

68%

National

Probably / Definitely Yes

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

Percentages below indicate the students indicating Probably/Definitely yes.

77%

Our Institution

78%

National

Gender

Demographic Responses	N	%
Female	2193	65.25%
Male	1035	30.79%
Prefer not to respond	63	1.87%
Transgender	15	0.45%
Genderqueer	36	1.07%
Additional gender category or Other	19	0.57%
Total	3361	100.00%
No Answer	960	

Class Level

Demographic Responses	N	%
1 year or less	1348	36.85%
2 years	1546	42.26%
3 years	372	10.17%
4 or more years	392	10.72%
Total	3658	100.00%
No Answer	663	

Institutional Choice

Demographic Responses	N	%
1st choice	3081	74.33%
2nd choice	770	18.58%
3rd choice or lower	294	7.09%
Total	4145	100.00%
No Answer	176	

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

Top 5 Factors to Enroll

Item	Importance %
Cost as factor in decision to enroll.	85%
Financial aid as factor in decision to enroll.	83%
Academic reputation as factor in decision to enroll.	79%
Geographic setting as factor in decision to enroll.	77%
Personalized attention prior to enrollment as factor in decision to enroll.	72%

Strengths

Item
★ The campus is safe and secure for all students.
★ I am able to experience intellectual growth here.
★ Campus item: Campus defined item defined by institution
★ Campus item: Campus defined item defined by institution
★ Campus item: Campus defined item defined by institution
★ Computers and/or Wi-Fi are adequate and accessible.
★ Nearly all of the faculty are knowledgeable in their fields.
★ There is a good variety of courses provided on this campus.
★ Students are made to feel welcome on this campus.
★ On the whole, the campus is well-maintained.

Challenges

Item
🚩 Classes are scheduled at times that are convenient for me.
🚩 The quality of instruction I receive in most of my classes is excellent.
🚩 My academic advisor is knowledgeable about my program requirements.
🚩 I am able to register for classes I need with few conflicts.
🚩 My academic advisor is knowledgeable about the transfer requirements of other schools.
🚩 This school does whatever it can to help me reach my educational goals.
🚩 Faculty provide timely feedback about student progress in a course.
🚩 Faculty are understanding of students' unique life circumstances.

Satisfaction within the context of what is important to your students



Comprehensive assessment across all class levels



Captures experiences both inside and outside of the classroom



Completed during the academic year (either fall or spring) with an online administration



Ability to customize segments of the surveys



Results available in an interactive dashboard within three weeks alongside national benchmarks



Typically administered at least once every two years to track satisfaction shifts



Versions for traditional students at four-year and two-year campuses, adult/graduate students and online learners

Why RNL?

There are many reasons to administer the satisfaction survey instruments from RNL

Comprehensive data inside and outside of the classroom

Students will respond to individual items in these categories

Academic
Advising

Campus
Climate

Campus
Life

Campus
Services

Instructional
Effectiveness

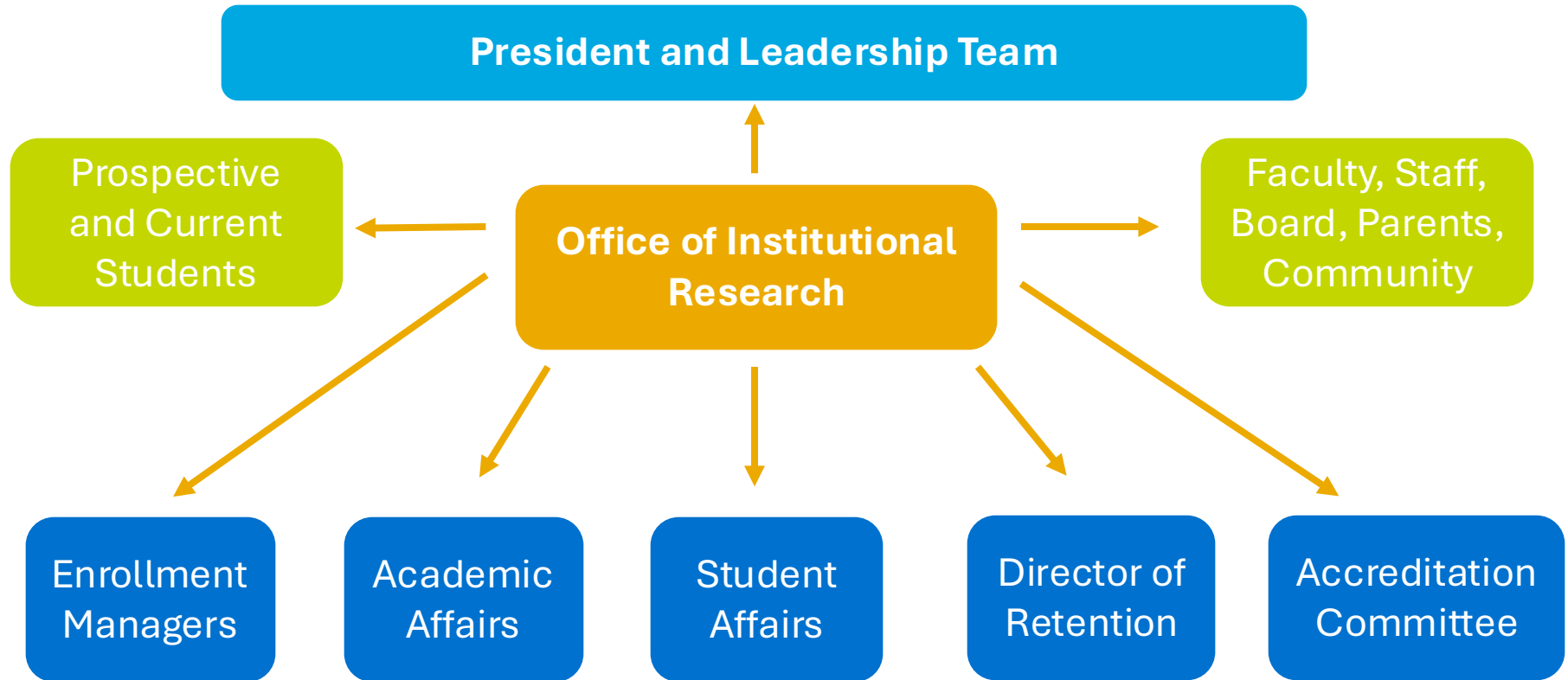
Recruitment
and Financial
Aid

Registration
Effectiveness

Safety and
Security

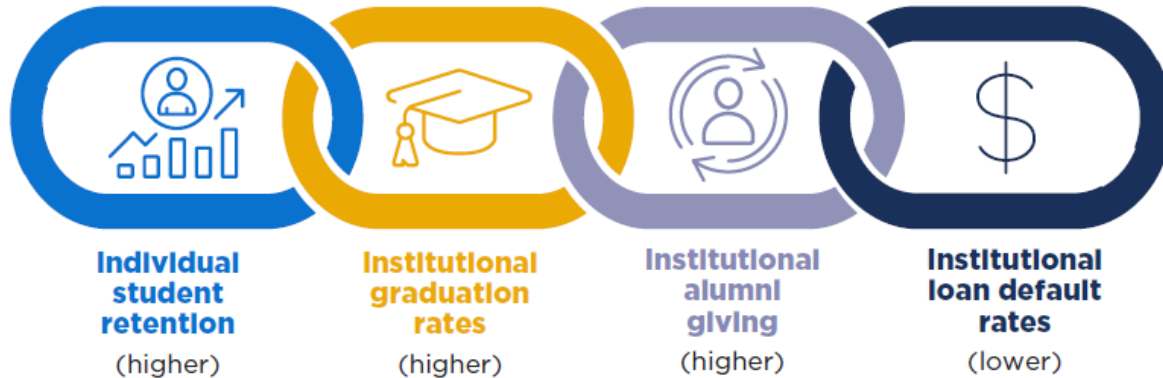
Student
Centeredness

Student satisfaction is relevant across campus



Student satisfaction matters for the health of your institution

Student Satisfaction is linked with:



Even modest gains in retention make an impact

A two- or three-point gain in retention can have a significant impact for institutions—greater net tuition revenue, better institutional outcomes, and more satisfied students who feel their needs are being addressed.

**For individual student retention,
the strongest indicators are
campus climate related**

Campus climate related perceptions

RNL can help you determine how to best take action in these areas

It is an enjoyable experience to be a student on this campus.

This institution shows concern for students as individuals.

Most students feel a sense of belonging.

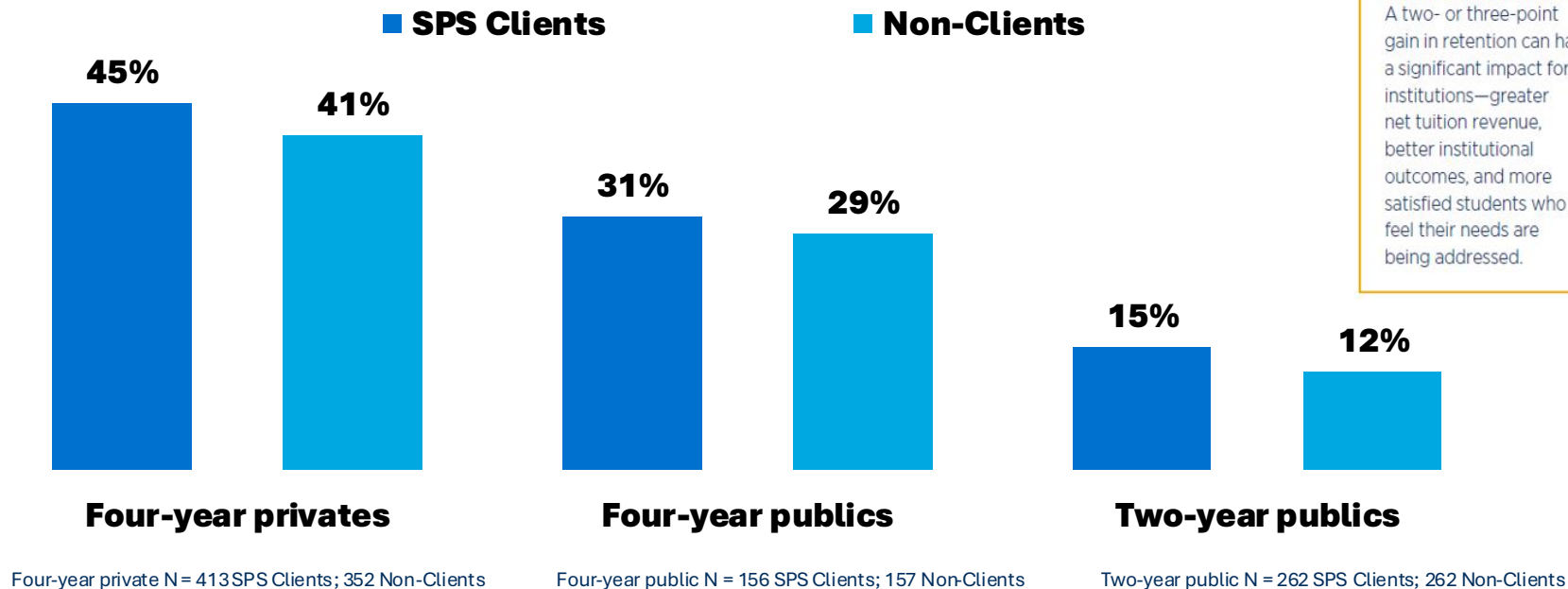
Students are made to feel welcome on this campus.

Administrators are approachable to students.

Freedom of expression is protected on campus.

The campus is safe and secure for all students.

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



RNL (2023). Internal Proprietary Data. Ruffalo Noel Levitz, Cedar Rapids, IA.

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

Link to Alumni Engagement

There is a strong correlation between student satisfaction, current connection, and giving.

- ✓ Satisfied alumni are **40x** more likely to give compared to their “neutral” counterparts.

AND

- ✓ Satisfied alumni are **80x** more likely to give compared to unsatisfied students.

**Satisfied
students
become
engaged
alumni**

RECAP



Effective Practices for Student Success, Retention and Completion

Effectiveness of management practices for optimizing student success, retention and completion

	Institution type	Using method	Very or somewhat effective
Using an incoming student assessment to identify students' needs and their motivation to complete their degree	4-Year Private	68%	78%
	4-Year Public	67%	81%
	2-Year Public	46%	67%

Effective Practices for Student Success, Retention and Completion

Effectiveness of management practices for optimizing student success, retention and completion

	Institution type	Using method	Very or somewhat effective
Assessing what's important to your currently enrolled student to help ensure their satisfaction and success	4-Year Private	89%	90%
	4-Year Public	79%	91%
	2-Year Public	81%	72%

Comparing the Motivation and Satisfaction Surveys

	Motivation (RMS)	Satisfaction (SPS)
WHO	Targeted Populations: <ul style="list-style-type: none"> • First-year students • Mid-year • Second-year students 	Entire Population
WHY	Early Alert Retention/Student Success	Strategic & Retention Planning KPIs, QEP, Accreditation
WHEN	June – September; annual	October – April; fall or spring; cycles vary – annual, 2 years or 3 years
LEAD TIME TO WHEN DATA ARE AVAILABLE	One week for account set ups; available to students for a period of time; individual results available immediately ; cumulative results when admin complete	One week for account set ups; one week for customization; surveys available for two-three weeks; results available three weeks after account closes
RESULTS	Individual reports for students/advisors plus lists and summaries of results	Institutional level reporting plus ability to slice data by demographics
SMEs	Brandi Phillips Natalie McVay	Julie Bryant Shannon Cook

It's all about the ABCs

Gathering the data will not magically help you retain students



Assess the needs with student and institutional level data collection



Build a high impact completion plan to engage students from pre-enrollment to retention to graduation, taking action based on what students say



Connect students to campus resources that best match their needs and will increase their likelihood to persist and complete and **Communicate** about what you are doing and why as improvements are made.

Q&A



Thank you!



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