



## CSI Infographic for Sharing your Data on Campus

### Using the Identification of Student Risk, Receptivity, and Outreach Prioritization infographic

Communicating the results of the College Student Inventory with the campus community will go a long way to ensuring ongoing collaboration, and perhaps even building receptivity to new partnerships. This infographic can be used to communicate a high level view of student risk, receptivity and requests for support. Use it as is and/or with the available PowerPoint presentation and supplement with other relevant campus information (for example, historical retention rates, net tuition revenue per student, the cost of attrition, comparisons of your retention and graduation rates with your peers and aspirant institutions.)

We recommend sharing this information at opening faculty meetings, with academic advisors, with department chairs (you can do additional graphics with just specific majors), the retention task force, and, parents (in particular, the Top Ten Requests for Assistance).

#### To complete the infographic:

Save the Graphic to your local computer;

Go to the Ruffalo Noel Levitz Retention Data Center and generate a Summary and Planning Excerpt for your intended cohort (the entire incoming class or subsections);

At the top of the infographic, populate the year, institution name, N count in the header of the Graphic and CSI Completion Rate percentage.

The Primary Statistics of the Summary and Planning Report contain the N count

Primary Sample Statistics	N	%
Number of Females	145	43.9
Number of Males	183	55.5
Other	2	0.6
Total Number of Students	330	100.0



The completion rate percentage can be found in your dashboard for the current survey administration.

Survey Snapshot	
Expected Students	1172
Total Students	<u>1172</u>
Completed Surveys	<u>1171</u>
Incomplete Surveys	<u>1</u>
Survey Completion Rate	99.9 %

Use the table of Local Means on Major Scales, Summary Observations in Section A of the Summary and Planning Report (page 2) to complete Sections 1 and 2 of the Graphic

**Form A and B:**

**Section A**

Local Means on Major Scales	Females	Males	Total	% of Students with: Risk or Receptivity for Assistance
<b>Summary Observations</b>				
Dropout Proneness	35.0	44.2	40.2	8%
Predicted Academic Difficulty	35.5	41.6	38.9	7%
Educational Stress	50.1	57.5	54.2	24%
Receptivity to Institutional Help	60.6	55.8	57.9	27%

**Form C:**

**Section A**

Local Means on Major Scales	Females	Males	Total	% of Students with: Risk or Receptivity for Assistance
<b>Summary Observations</b>				
Overall Risk Index	32.8	36.9	34.3	6%
Acknowledged Academic Needs Index	55.7	48.1	52.9	21%
Apprehension Index	53.3	51.4	52.6	18%
Receptivity Index	51.7	47.1	50.0	18%

Use Section A, page 3, of the Summary and Planning Report (demographics) to complete Section 3 of the Graphic

## Forms A and B Preview:

						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)	108	32.7	Black/African-American	19	5.8	none	1	0.3
1 to 10 hours per week	120	36.4	American Indian or Alaskan Native	3	0.9	a 1-year certificate	0	0.0
11 to 20 hours per week	78	23.6	Asian or Pacific Islander	32	9.7	a 2-year college degree (associate)	0	0.0
21 to 30 hours per week	16	4.8	White/Caucasian	234	70.9	a 4-year college degree (bachelor's)	114	34.5
31 to 40 hours per week	4	1.2	Hispanic or Latino	18	5.5	a master's degree	109	33.0
over 40 hours per week	4	1.2	Multiethnic or other ethnic origin	19	5.8	a professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	106	32.1
			Prefer not to respond	5	1.5			
<b>High School GPA</b>	<b>N</b>	<b>%</b>	<b>Mother's/Guardian's Highest Level of Education</b>	<b>N</b>	<b>%</b>	<b>Perceived Academic Ability</b>	<b>N</b>	<b>%</b>
A	93	28.2	8 years or less of elementary school	2	0.6	Considerably below average	2	0.6
B+	125	37.9	some high school but no diploma	2	0.6	Slightly below average	8	2.4
B	62	18.8	a high school diploma or equivalent	43	13.0	Average	48	14.5
C+	41	12.4	1 to 3 years of college (including study at a technical, community, or junior college)	73	22.1	Slightly above average	126	38.2
C	8	2.4	a 4-year undergraduate college degree (bachelor's degree)	98	29.7	Considerably above average	119	36.1
D+	0	0.0	a master's degree	74	22.4	Extremely high (in the top 5%)	27	8.2
D	1	0.3	a professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	36	10.9			
<b>General Academic Knowledge</b>	<b>N</b>	<b>%</b>	<b>Father'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%	88	26.7	8 years or less of elementary school	4	1.2	Few days before	7	2.1
Next Highest 20%	152	46.1			Few weeks before	27	8.2	
Middle 20%	88	26.7			Many months before	296	89.7	
Next Lowest 20%	2	0.6			<b>High Desire to Transfer</b>	<b>N</b>	<b>%</b>	
Lowest 20%	0	0.0			80th percentile or above	44	13.3	

## Form C:

Academic Characteristics			Personal Background (continued)			College Plans			Section A		
<b>Self-assessment</b>	<b>N</b>	<b>%</b>	<b>Ethnic Origin</b>	<b>N</b>	<b>%</b>	<b>Decision to Enroll</b>	<b>N</b>	<b>%</b>			
An "A" student	185	23.9	Alaskan Native	0	0.0	A few days before classes began	26	3.4			
A "B" student	482	62.4	American Indian	1	0.1	A few weeks before classes began	161	20.8			
A "C" student	101	13.1	Asian	18	2.3	Many months before classes began	586	75.8			
Less than a "C" student	5	0.6	Black/African-American	216	27.9						
			Hispanic or Latino (including Puerto Rican)	84	10.9	<b>Enrollment Status</b>	<b>N</b>	<b>%</b>			
<b>Preference for Learning</b>	<b>N</b>	<b>%</b>	Native Hawaiian or Pacific Islander	1	0.1	Full-time	661	85.5			
Online	77	10.0	White/Caucasian	403	52.1	Part-time	112	14.5			
On campus	666	86.2	Multi-racial	40	5.2	<b>Current Level of Employment</b>	<b>N</b>	<b>%</b>			
At a site in my community	17	2.2	Other	8	1.0	Full-time	86	11.1			
At a site outside of my community	7	0.9	<b>Marital Status</b>	<b>N</b>	<b>%</b>	Part-time	410	53.0			
At my employment site	6	0.8	Single	745	96.4	Not employed	277	35.8			
Through correspondence courses	0	0.0	Married/domestic partner	25	3.2	<b>Plans to Work</b>	<b>N</b>	<b>%</b>			
<b>Credit for Prior Learning</b>	<b>N</b>	<b>%</b>	Widowed	0	0.0	0 (I have no plans to work)	144	18.6			
Previous college credits earned	132	17.1	<b>Dependents</b>	<b>N</b>	<b>%</b>	1 to 10 hours per week	110	14.2			
Learning from military training	3	0.4	Yes	144	18.6	11 to 20 hours per week	251	32.5			
Learning from prior job or life experiences	37	4.8	No	629	81.4	21 to 30 hours per week	171	22.1			
More than one above	20	2.6	<b>First Generation</b>	<b>N</b>	<b>%</b>	31 to 40 hours per week	81	10.5			
Other	77	10.0	Yes (If yes, skip the next item.)	231	29.9	More than 40 hours per week	16	2.1			
Not applicable	504	65.2	No (If no, proceed to the next item and mark all that apply.)	542	70.1	<b>Degree Sought</b>	<b>N</b>	<b>%</b>			
<b>Personal Background</b>			<b>Family Members Who Attended College</b>	<b>N</b>	<b>%</b>	Associate degree	509	65.8			
<b>Age</b>	<b>N</b>	<b>%</b>	Spouse	11	1.4	Bachelor's degree	161	20.8			
24 and younger	726	93.9	Son	1	0.1	Master's degree	22	2.8			
25 to 34	35	4.5	Daughter	1	0.1	Doctorate or professional degree	20	2.6			
35 to 44	12	1.6	Mother	403	52.1	Certification (initial or renewal)	13	1.7			
45 to 54	0	0.0	Father	299	38.7	Self-improvement/pleasure	3	0.4			
55 to 64	0	0.0	Sister	205	26.5	Job-related training	7	0.9			
65 and older	0	0.0	Brother	174	22.5	Other educational goal	38	4.9			
						<b>Academic Plans</b>	<b>N</b>	<b>%</b>			
						To complete this course/this term	119	15.4			
						To complete a degree/program at this institution	296	38.3			
						To take courses to transfer to another institution	358	46.3			

Use Section B, Recommendations, on page 4 of the Summary and Planning Report to complete Students’ Top 10 Requests for Assistance in Section 3 of the Graphic. The Top 10 requests are highlighted in the Summary and Planning Report for easy identification.

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

**Section B**

**Recommendations**

By Type	Mean Priority Scores	% of Students Requesting Assistance	By Percent of Students Requesting Assistance	Mean Priority Scores	% of Students Requesting Assistance
Get help with exam skills	6.41	65%	Get help in selecting an academic program	7.04	81%
Get help with study habits	6.43	65%	Discuss the qualifications for careers	6.97	80%
Get help with writing skills	6.18	58%	Get help in selecting a career	6.72	74%
Get help with basic math skills	5.97	54%	Discuss job market for college graduates	6.69	74%
Get tutoring in selected areas	6.02	58%	Discuss advantages/disadvantages of careers	6.68	73%
Get help with reading skills	5.68	46%	Get help in meeting new friends	6.62	71%
Discuss attitude toward school with counselor	5.84	27%	Get information about clubs and social organizations	6.50	66%
Discuss an unwanted habit with counselor	5.43	35%	Get help with study habits	6.43	65%
Discuss personal relationships and social life with counselor	5.70	45%	Get help with exam skills	6.41	65%
Discuss family problems with counselor	5.30	34%	Get information about student activities	6.14	59%
			Get help with writing skills	6.18	58%

Use section 4 to list your progress to date and the student success goals you are working to achieve at your institution.

The same information can be inserted into the slides of the corresponding Power Point template.

And, of course, if you have any questions, contact Brandi Phillips (brandi.phillips@ruffalonl.com; 800.876.1117) or Mari Normyle (mari.normyle@ruffalonol.com; 434.384.1698). We also welcome your feedback and the sharing of ways in which you’ve put these new resources to work in your student success efforts.