Noel-Levitz®

How We Retain More Students by Intervening Earlier
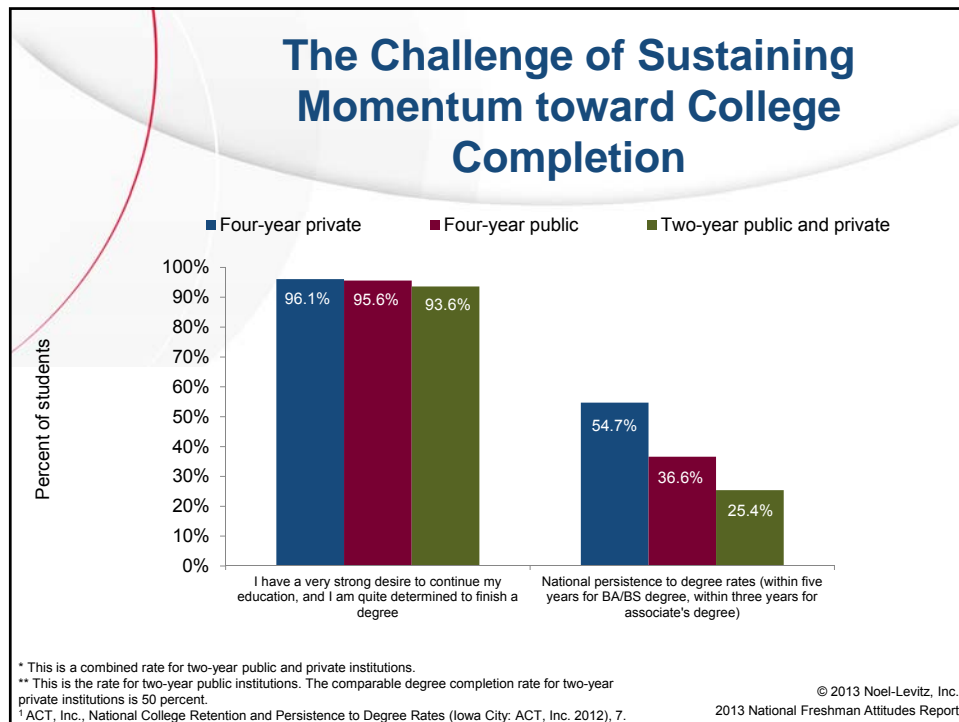
March 5, 2013

Facilitators:

Beth Richter and Jo Hillman

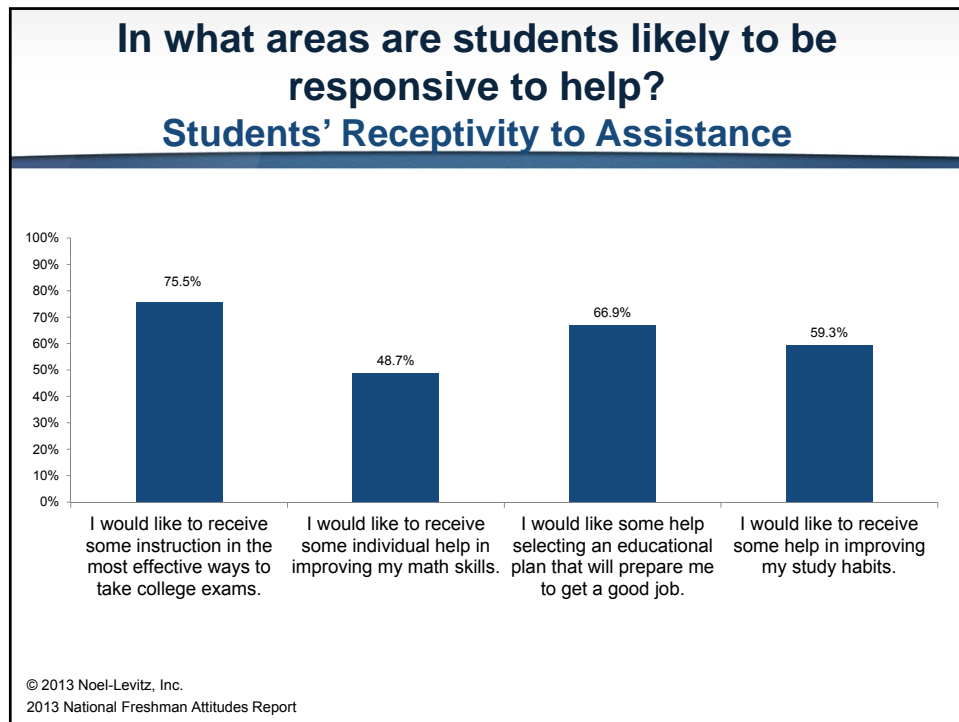**Noel-Levitz**

Welcome!

Noel-Levitz®

The Challenge of Sustaining Momentum toward College Completion

■ Four-year private   ■ Four-year public   ■ Two-year public and private

Percent of students

	Four-year private	Four-year public	Two-year public and private
I have a very strong desire to continue my education, and I am quite determined to finish a degree	96.1%	95.6%	93.6%
National persistence to degree rates (within five years for BA/BS degree, within three years for associate's degree)	54.7%	36.6%	25.4%

* This is a combined rate for two-year public and private institutions.
** This is the rate for two-year public institutions. The comparable degree completion rate for two-year private institutions is 50 percent.
[1] ACT, Inc., National College Retention and Persistence to Degree Rates (Iowa City: ACT, Inc. 2012), 7.

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2013 National Freshman Attitudes Report

What roadblocks are students facing? How can we help?

- **Self-Discipline in Studies**: Only 59 percent of incoming freshmen reported that they have developed a solid system of self-discipline for keeping up with schoolwork;

- **Math Challenges**: Fully 45 percent of today's incoming freshmen nationally agreed with the statement, "Math has always been a challenge for me;"

- **Understanding of Science**: Only 42 percent of incoming, first-generation freshmen indicated, "I have a very good grasp of the scientific ideas I've studied in school;"

- **Value of Education**: Nearly one-quarter (23 percent) of incoming male freshmen wondered if a college education "is really worth all the time, money, and effort;"

- **Career Indecision**: 36 percent of incoming, traditional-age freshmen indicated that they had not settled on their career direction;

- **Finances**: Almost 40 percent of incoming, first-generation freshmen indicated they had "very distracting and troublesome" financial problems—a proportion that has generally held steady over the last six years.

For more examples and detail:
www.noellevitz.com/freshman

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2013 National Freshman Attitudes Report

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In what areas are students likely to be responsive to help?
Students' Receptivity to Assistance

75.5%	48.7%	66.9%	59.3%
I would like to receive some instruction in the most effective ways to take college exams.	I would like to receive some individual help in improving my math skills.	I would like some help selecting an educational plan that will prepare me to get a good job.	I would like to receive some help in improving my study habits.

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2013 National Freshman Attitudes Report

Featured Case Studies in Student Success

Building Community through Student Success

Sinclair Community College (OH)

Lynchburg College (VA)

California State University, Bakersfield

**The Value of Assessment
To Inform Early Intervention**

Institutional Assessment

Student Assessment

Institutional Interventions

Student Interventions
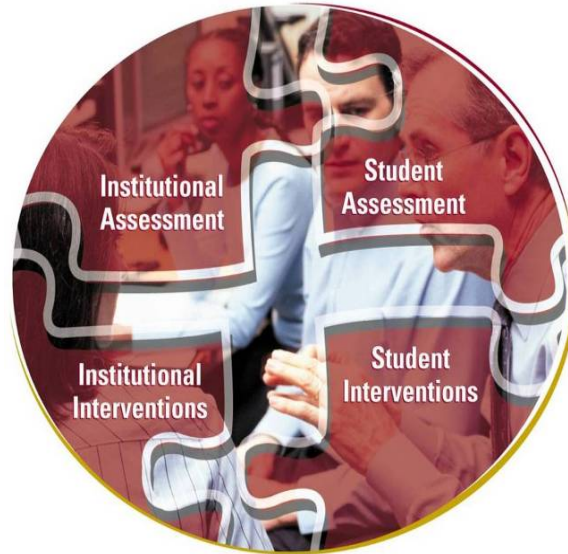
Consider: How might data on these non-cognitive themes support and inform your student success initiatives?

- Study Habits
- Intellectual Interests
- Verbal and Writing Confidence
- Math and Science Confidence
- Desire to Finish College
- Attitude toward Educators

- Sociability
- Family Emotional Support
- Opinion Tolerance
- Career Closure
- Sense of Financial Security

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

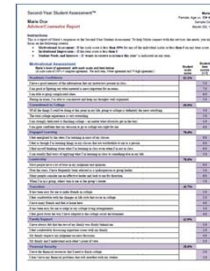Colleagues throughout North America find these motivational assessments integral to their retention initiatives

The College Student Inventory

The Mid-Year Student Assessment

The Second-Year Student Assessment

www.noellevitz.com/RMSsamples

Their data is accessed through a secure, customized dashboard that offers flexibility, customization, and ease of use

The Retention Management System *Plus*™ (RMS *Plus*) provides a combination of

- analytics
- assessment tools
- a data dashboard

Designed specifically to support **increased completion rates** through earlier, more focused student interventions.

DASHBOARD

Offers a quick glance at your current survey administration.

STUDENTS

- Access your reports, including:
  - Coordinator Report
  - Advisor/ Counselor Report
  - Student Report
- Set your parameters for viewing and accessing these reports
- Structure your outreach to sub-populations
- Provide note-fields to document advisor and student conferences

Quick Start documents to assist you with the Retention Data Center.

EXPORT DATA

Allows you to select and sort data fields to export for targeted communications. Also includes Translated Data and Raw Data files to be exported.

SUMMARY RESULTS

Provides access to:
- Summary and Planning Report(s)
- Summary Observations with Receptivity Report(s)

IMPORT DATA

Allows you to upload data (such as name, e-mail, advisor, freshman seminar course section, etc.), in preparation for your survey administration.

SURVEYS

Establish your survey administration (you select the College Student Inventory, Mid-Year Student Assessment, or Second-Year Student Assessment and respective forms). Select enhancing features such as insertion of:
- Your own narrative for primary categories of the student report
- Campus-defined items

CONFIGURATION

Allows you to add:
- Additional campus personnel
- Your campus logo in the questionnaire
- Your supplemental campus-defined items

How We Retain More Students by Intervening Earlier

Featured Student Success Initiatives:

Sinclair Community College
Teresa Parker
Manager, Center for Student Success

Lynchburg College
Mari K. Normyle
Associate Dean, Student Engagement and Success

California State University, Bakersfield
Isabel Sumaya
Director, First-Year Experience Program

SINCLAIR
COMMUNITY COLLEGE

**An Effective and Multi-faceted
Approach to Student Success:**

*Meeting Students Where They're At
Moving them Forward*

**Teresa Parker
Manager, Center for Student Success
Sinclair Community College, OH**
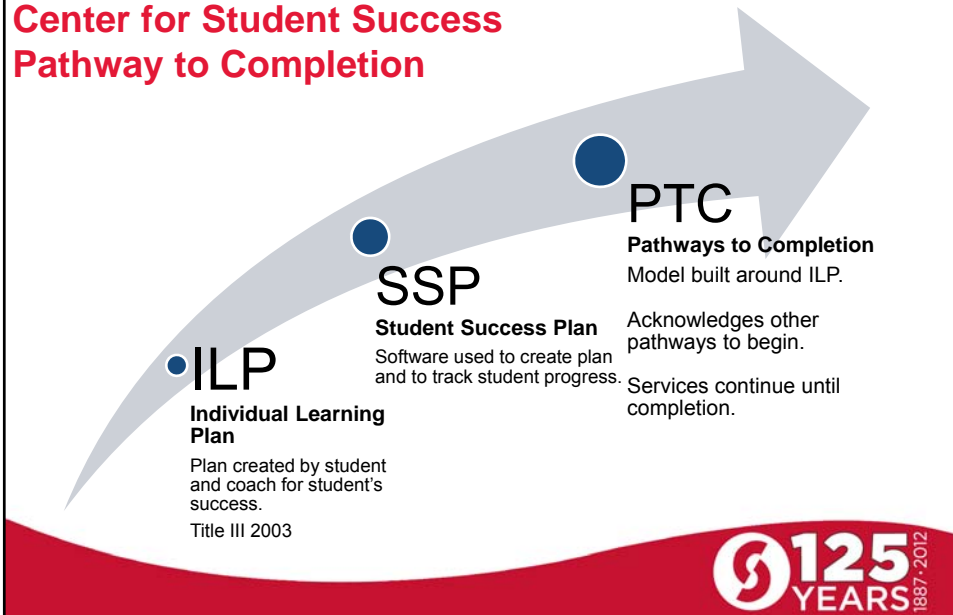

SINCLAIR
COMMUNITY COLLEGE

- Headquartered in Dayton, Ohio
- Five convenient locations across Southwestern Ohio, 24,000 students
- 125 years of providing affordable, accessible, high-quality college and workforce training

Sinclair Community College has been recognized as a Vanguard Learning College by the **League for Innovation**

125 YEARS 1887-2012

Noel-Levitz®

**From Title III *ILP to
Center for Student Success
Pathway to Completion**

PTC

Pathways to Completion
Model built around ILP.

Acknowledges other
pathways to begin.

Services continue until
completion.

SSP

Student Success Plan
Software used to create plan
and to track student progress.

ILP

**Individual Learning
Plan**

Plan created by student
and coach for student's
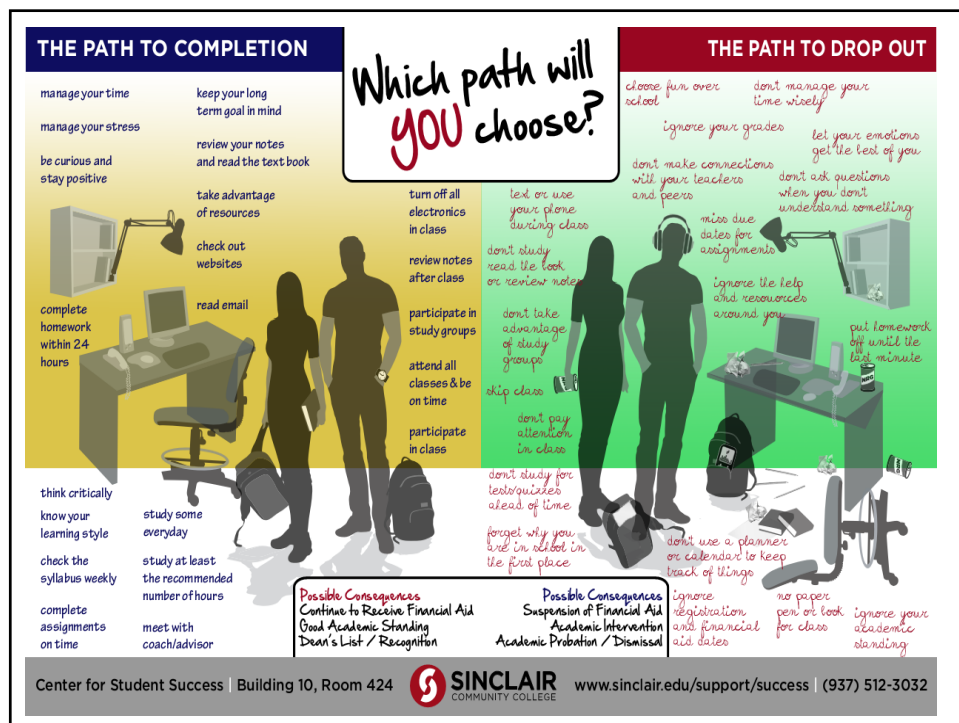success.

Title III 2003

125 YEARS 1887·2012

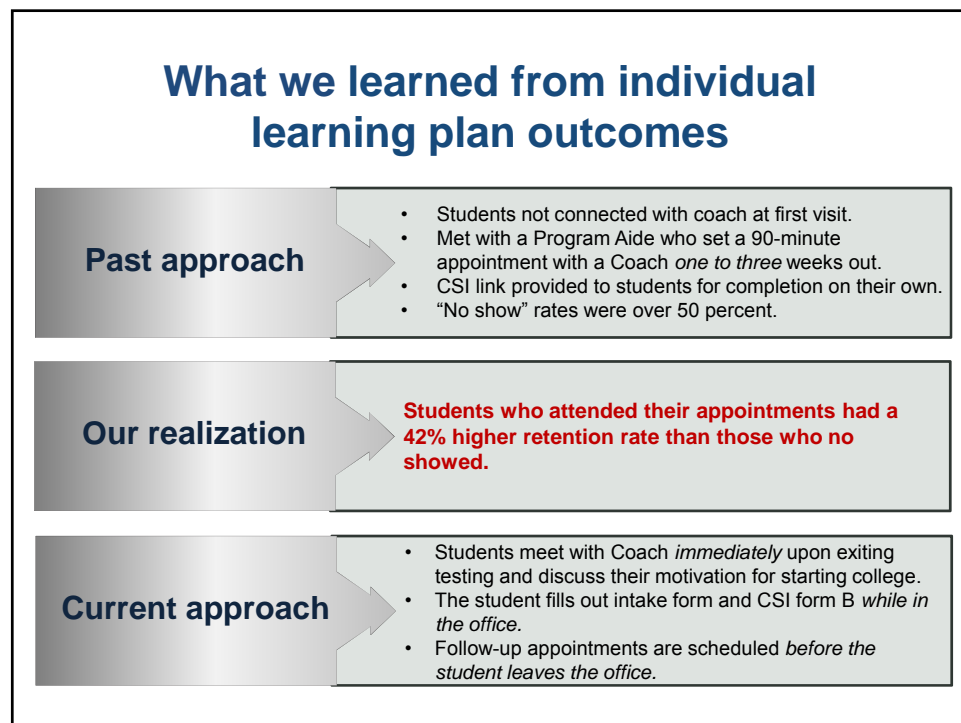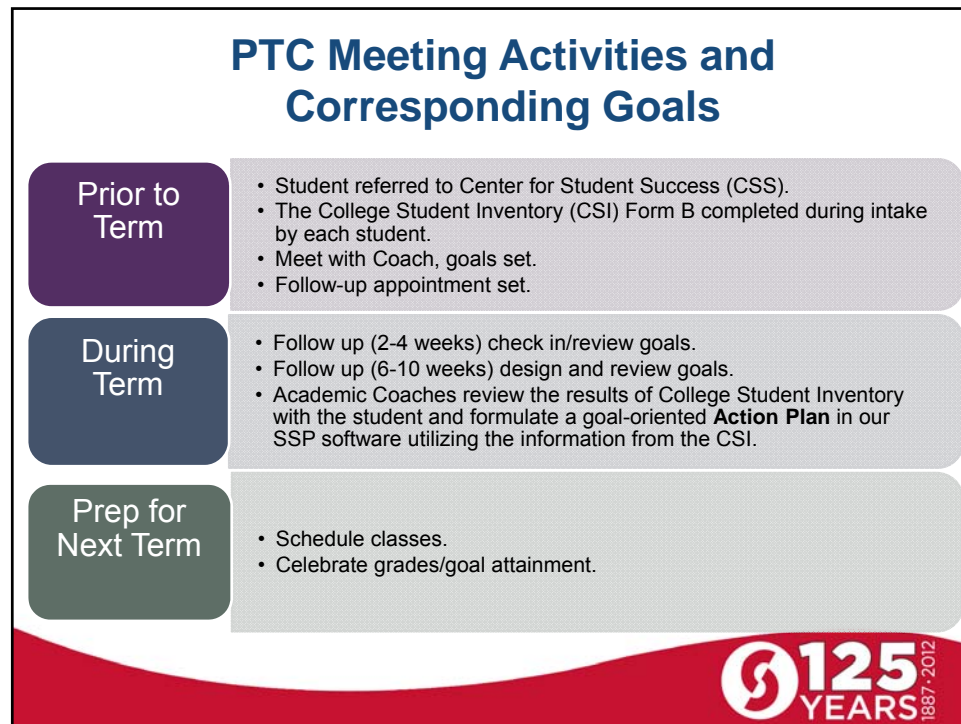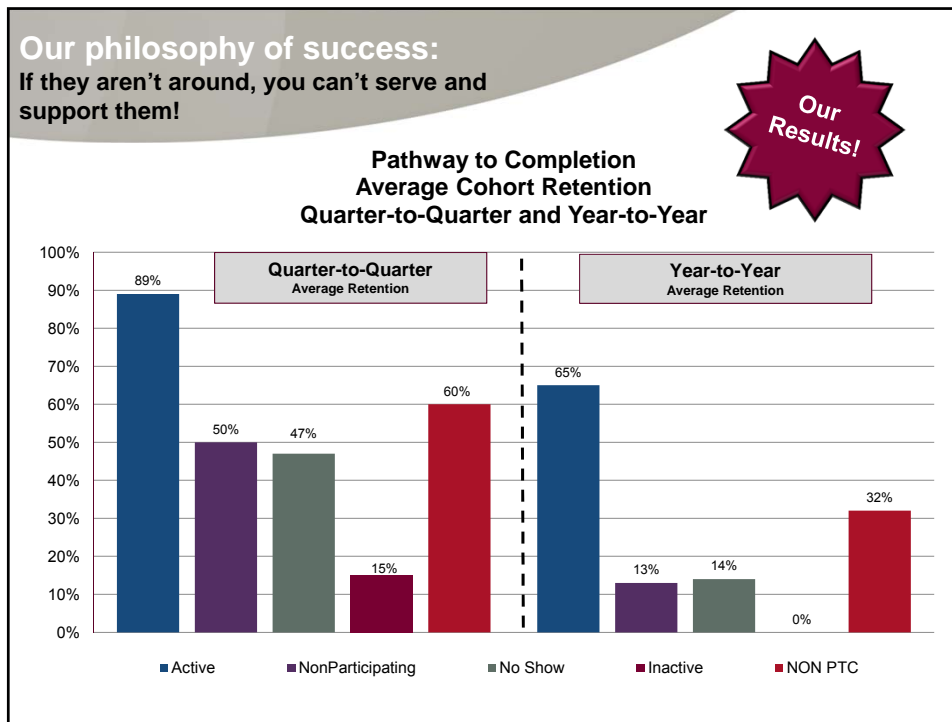
Need for Pathways to Completion

- Need for connection with community partners
- Drop off of success rates after transition
- Students returning to Academic Coach after transition
- Correlation between relationships and student success
- State and national agenda shift from access to access and completion
- Collegewide changes

125 YEARS 1887·2012

Noel-Levitz®

PTC Meeting Activities and Corresponding Goals

Prior to Term
- Student referred to Center for Student Success (CSS).
- The College Student Inventory (CSI) Form B completed during intake by each student.
- Meet with Coach, goals set.
- Follow-up appointment set.

During Term
- Follow up (2-4 weeks) check in/review goals.
- Follow up (6-10 weeks) design and review goals.
- Academic Coaches review the results of College Student Inventory with the student and formulate a goal-oriented **Action Plan** in our SSP software utilizing the information from the CSI.

Prep for Next Term
- Schedule classes.
- Celebrate grades/goal attainment.

125 YEARS 1887-2012

What we learned from individual learning plan outcomes

Past approach
- Students not connected with coach at first visit.
- Met with a Program Aide who set a 90-minute appointment with a Coach *one to three* weeks out.
- CSI link provided to students for completion on their own.
- "No show" rates were over 50 percent.

Our realization

Students who attended their appointments had a 42% higher retention rate than those who no showed.

Current approach
- Students meet with Coach *immediately* upon exiting testing and discuss their motivation for starting college.
- The student fills out intake form and CSI form B *while in the office.*
- Follow-up appointments are scheduled *before the student leaves the office.*

Our philosophy of success:
If they aren't around, you can't serve and support them!

Our Results!

Pathway to Completion
Average Cohort Retention
Quarter-to-Quarter and Year-to-Year

Quarter-to-Quarter Average Retention	Year-to-Year Average Retention

Active: 89% (Quarter-to-Quarter), 65% (Year-to-Year)
NonParticipating: 50% (Quarter-to-Quarter), 13% (Year-to-Year)
No Show: 47% (Quarter-to-Quarter), 14% (Year-to-Year)
Inactive: 15% (Quarter-to-Quarter), 0% (Year-to-Year)
NON PTC: 60% (Quarter-to-Quarter), 32% (Year-to-Year)

Legend: ■ Active ■ NonParticipating ■ No Show ■ Inactive ■ NON PTC

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Our impact:
Assessment is key

Population Served:
1,800 students per year with an average Coach caseload of **300** students

Their Needs and Interests:

- Our academically challenged, first-generation population has **low academic confidence**, as noted in the CSI results.

- However, data indicate that they are **highly receptive** to our services.

Receptivity Scales			
Academic Assistance	59.6	63.3	61.2
Personal Counseling	56.6	58.0	57.2
Social Enrichment	52.2	56.1	53.9
Career Counseling	53.2	62.8	57.3
Financial Guidance	56.5	61.5	58.6

Source: CSI Summary and Planning Report

College Completion Initiatives at Sinclair Community College

Sinclair Community College effectively uses assessment and early intervention to serve thousands of students each term in three divisions:

- *Pathways to Completion*

- *First-Year Seminar Course*

- *Pre-College Programs*

First-year Initiatives as a Foundation toward College Completion at Lynchburg College

Dr. Mari K. Normyle
Associate Dean, Student Engagement and Success
Lynchburg College, VA

GOOD NEWS

Our Commitment to Leading Students Down the Right Path at the Right Time with the Right Services

Strengths-Based Advising

Support Services

Each Step of the Way Student Success!

Engagement in Residence Halls

Our Mission at Lynchburg College

Private college in central Virginia

- Approximately 2,800 students (2,300 undergraduates/500 adult and graduate students)
- Liberal arts and professional programs
  - Significant growth in health sciences programs in recent years
  - Largest majors: nursing, communications, psychology, education, business, history and criminology

mission n. 1 a a particular
a person or group. b a jou
of this. c a person's voca
of persons sent, esp.
duct negotiations et
missionary

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Our Students Represent a Very Diverse Student Body

- 20 percent ethnic minority
- 30+ percent first-generation
- 28 percent Pell eligible
- Range of academic talents
- 39 states represented; growing number of international students

How we anchor incoming students on the pathway to college completion through assessment

Strengthening a timely connection to relevant resources

➢ Early in the term
➢ Then, revisiting these at mid-year

Assessment helps us to define stepping stones toward academic goals

- What are the students' goals?
- What are their strengths and barriers?
- What services do they need?
- What are they receptive to?
- How can this information help us to serve them?

How do we demonstrate our commitment to student success?

LISTENING	Creating Opportunities!	Making Discoveries!	Celebrating Results!
• Individual student needs or concerns • Individual student strengths *Academically* *Personally* *Socially* *Financially*	• **Opportunities to THRIVE!** *Academically* *Personally* *Socially* *Financially*	• Athletic Center • First-Year Engagement Program • Academic Resources	• Congratulatory letter to students • Congratulatory letter to parents • Sharing good news with faculty and staff

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**Seizing opportunities for
our students' success**

Identifying and seizing opportunities for
student success, we employ a whole suite
of resources, including elements of the
Retention Management System *Plus*™

- For a campus-specific predictive model,
  we utilize the *Student Retention
  Predictor*™

- For programmatic and individualized
  early interventions throughout the first
  year, we administer the *College
  Student Inventory*™ and the *Mid-Year
  Student Assessment*™

Discoveries!
Orientation in relation to persistence

We "discovered" from the CSI data that August orientation
participants performed and retained at significantly lower rates
than June attendees, resulting in:

- A redesigned Orientation – all programs in June.

- A redesigned Welcome Week – clarified goals and focused
  programming.

- Maximized use of Freshmen Success Seminar for ongoing
  transition issues.

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Discoveries!
Need for facilities

- We "discovered" that 75 percent of our incoming students were athletes in high school.

- The Board of Trustees approved a $4.5 million campaign to expand stadium.

Discoveries!
Academic preparedness

We "*discovered*" students' concerns about their levels of academic preparation.

To address these needs, our academic support services are far-reaching and include these creations:

- The *Connections* program, nationally recognized by NACADA

- The credit-bearing *Freshmen Success Seminar*

- The *Peer-Assisted Study Sessions*, which is LC's version of "supplemental instruction"

- The evolution of our *Academic Coaching and Assistance Program*
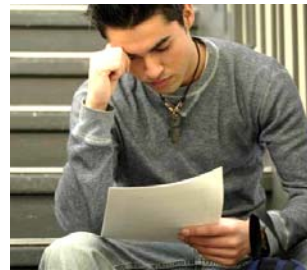
Results!
> Retention rates of our most academically at-risk students increased 13 percent over six years.

Discoveries!
Enriched second-term advising sessions

What is the value for students?
- Students may not realize they need ongoing advising to continue their success.
- With the Mid-Year Student Assessment, students can reflect on their growth and development, including their sense of belonging, their attitude toward educators, their connection with others in the college community.

How are advisors benefitting from this approach?
- We've been searching for how to anchor the conversations second term.
  - First semester grades don't tell the whole story.
  - What is the starting conversation for the second term?
  - What do students need to do to fully engage?

Discoveries!
Who needs which services at mid-point of the first year?
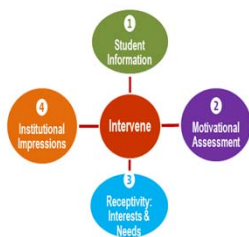
191 students indicated on their MYSA that they wanted help getting a part-time job.

- Information immediately shared with student employment coordinator
- As a result of the outreach efforts:
  - 128 (67%) applied for campus employment
 - 30 (23%) are employed (and more on the way to being employed)

Growth and Development of First-Year Students

The MYSA results help us understand the ways in which our first-year students are developing further strengths:

Examples:
- 25% increase in math and science confidence
- 20% improvement in study habits
- 18% increase in verbal and writing confidence
- 16.5% increase in opinion tolerance

These "self-efficacy" measures are an indication of growth and development beyond what their grade point averages reveal.
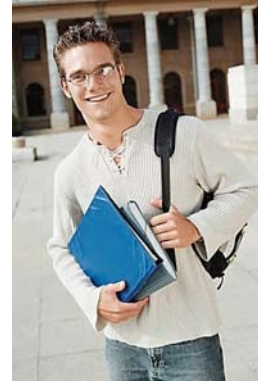
Discoveries!
Students' responsiveness to our Freshmen Engagement Program

Data highlights from the Mid-Year Student Assessment's Institutional Impressions scale:

- Our #1 area of satisfaction was **safety and security** on campus.

  ➢ This is a critical indicator for a residential campus.

- Our #2 area of satisfaction was **interaction with other students**

  ➢ This is a direct reflection of our new initiative in the residence halls, i.e., Engagement Program.

Our advisors appreciate the Mid-Year Student Assessment!

Institutional Impressions
- Safety and security on campus, 6.02
- Level of interaction with other students, 5.91
- Interaction with faculty in class, 5.82
- Sense of belonging to this college community, 5.73
- Opportunities for community service/volunteer work, 5.61
- Interaction with advisor, 5.51
- Availability of financial resources, 5.45
- Assistance in selecting program/major, 5.41
- Interaction with faculty outside class, 5.25

DISCOVERIES!
Persistence and progression!

Monitoring Persistence and Graduation:

✓ Who intends to graduate from Lynchburg College?

✓ Who is "on the fence" for enrolling next term?

> **7** The statement that most accurately describes my **current** college plans is:
>
> ○ I plan to complete my degree/certificate at this college or university.
> ○ I plan to transfer to another college or university to complete my degree.
> ○ College is not right for me at this time, and I do not plan to re-enroll next term.
> ○ I have not made a decision about my plans for next term.

According to our Mid-Year Student Assessment Summary and Planning Report:

• **78.4 percent** of our freshmen at mid-year report that they intend to complete college at Lynchburg College.

• This suggests substantial increase in our graduation rate.

We're celebrating unprecedented results from our student success initiatives

Results!

• A **93 percent** fall-to-spring retention rate.
• Only **four** out of the 517 students are on academic suspension.
  This is our lowest suspension rate ever.

We're celebrating unprecedented results from our student success initiatives

Results!

- The **highest first semester GPA** in the cohort class.
- The **highest first semester GPA for male students**, increasing from 2.58 to 2.71.

We're celebrating unprecedented results from our student success initiatives

Results!

- 25 percent of the students in our freshmen class have **>3.5 GPA**.
- The students who entered Lynchburg with **at-risk** status have the **highest first-term GPA** on record!

Discoveries! What's Next?

The Lynchburg College Completion Agenda:
Guiding students throughout the academic life cycle to graduation and beyond!

Predicting First-Time Freshmen Academic Performance Using the CSI and Developing an Early Intervention Program

Isabel C. Sumaya, Ph.D.

California State University

Largest University System in the U.S.
- 23 Campuses

Bakersfield Campus: 8,500 students
- 85% undergraduate
- 47% Hispanic
- 25% White
- 7% Black
- 6% Asian

1,324 first-time freshmen
Over 70% underprepared
42% six-year graduation rate

CSU Bakersfield
First-Year Experience FYE
... Explore Your Possibilities!

Quarter System…10 Weeks!

"Prior to the use of the CSI, being able to intervene in a meaningful and timely manner was impossible with the quarter system. Now, we have the tool to be able to do this efficiently with the use of the CSI."

**Dr. Isabel Sumaya, Director, First-Year Experience Program,
California State University, Bakersfield**

CSU
Bakersfield

Noel-Levitz®

Our First-Year Experience Program:
A Year-long Thematically Integrated Program
AVID Strategies

CSU Bakersfield
First-Year Experience FYE
... Explore Your Possibilities!

AVID
Decades of College Dreams

Fall CSUB 101: Introduction to the University (Required)
Critical Thinking Strategies: Cornell Notes, Socratic Seminars & Philosophical Chairs

Winter CSUB 103 (Passions): **Introduction of Theme** (Chosen by faculty)

Spring CSUB 105 (Ambassadors): **Community Engagement** Theme

---

Our First-Year Experience Program:
Pre- and Post- Assessment within these Courses

We serve approximately 1,300 students annually through these programs, and the majority of these students complete the College Student Inventory Form B the first few days of the term.

- Completing the College Student Inventory
  - ➤ A required assignment in CSUB 101

- Completing the Mid-Year Student Assessment
  - ➤ A required assignment in CSUB 103

CSU
Bakersfield

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How we work with students' CSI results in CSUB 101: Introduction to the University

Second week after quarter
- Discuss in class: Group Data
- Reflection paper: Individual Data

Faculty

Fifth week after quarter
- Advising for Winter
- Follow-up of results with FYE advisor

After end of quarter
- Assessment of sub scales
- Target groups of students with similar profiles
- Develop workshops for next quarter

FYE Program

CSU Bakersfield

What we've learned of our students through CSI data:
Students' Needs and Receptivity

College Student Inventory™ - Form B
Summary and Planning Report for California State University-Bakersfield
CSI Completion Date: 09/07/2012 to 11/14/2012

Section A

Primary Sample Statistics	N	%
Number of Females	732	62.5
Number of Males	439	37.5
Total Number of Students	1171	100.0

Local Means on Major Scales	Females	Males	Total
Summary Observations			
Dropout Proneness	61.3	65.6	62.9
Predicted Academic Difficulty	49.2	47.3	48.5
Educational Stress	45.3	55.2	49.0
Receptivity to Institutional Help	59.0	55.0	57.5
Academic Motivation Scales			
Study Habits	56.8	48.8	53.8
Intellectual Interests	53.7	47.8	51.5
Verbal and Writing Confidence	45.5	49.0	46.8
Math and Science Confidence	46.2	60.4	51.5
Desire to Finish College	55.8	43.7	51.3
Attitude Toward Educators	59.1	52.2	56.5
General Coping Scales			
Sociability	51.5	46.3	49.6
Family Emotional Support	50.7	46.8	49.3
Opinion Tolerance	53.1	53.4	53.2
Career Closure	52.7	50.8	52.0
Sense of Financial Security	44.3	47.2	45.4
Receptivity Scales			
Academic Assistance	59.6	53.3	57.3
Personal Counseling	56.8	58.3	57.4
Social Enrichment	52.7	44.9	49.8
Career Counseling	59.0	56.6	58.1
Financial Guidance	55.2	55.0	55.1
Supplemental Scales			
Internal Validity	7.0	6.9	6.9

Note: The statistics for all scales except internal validity were computed from percentile scores. For all of the scales, the national norm is the 50th percentile. High scores indicate levels of the characteristic described in the scale name (e.g. a high score in desire to finish college means that the group was above the average in desire to finish college). The statistics for internal validity were computed from raw scores (ranging from 0 to 7).

CSU Bakersfield

Other Ways We Make Use of the CSI Data to Support Student Success Initiatives

- Adding educational value to the FYE Program both i*n-class and out-of-class by* focusing on students' needs and interests

- Learning more about the strengths and challenges of the incoming freshmen class

- Fostering learning communities

- Referring students to relevant resources

Predictive Value of CSI for Academic Probation (Fall 2011 Cohort):

- After fall 2011 we had 317 students on probation

- Almost 50% of these students scored in our "high-risk group" (scores of 7-9 on dropout proneness scale) were on academic probation: N=140

- GOOD PREDICTOR of problems to come! 68 officially stayed in program.

OUR INTERVENTION:
- "High-risk" were proactively students placed in CSUB 103
- Students attended workshops and advising sessions, including:
    1. Academic Probation 101 (Academic Success Plan) 2nd week
    2. Time Management (lacking organization) 4th week
    3. Learning Styles (lacking study and exam strategies) 6th week
    4. Revisit Academic Success Plan (behavioral changes) 8th week
- Additionally, students met with the FYE Advisor twice during quarter.

CSU Bakersfield
First-Year Experience FYE

... Explore Your Possibilities!

**The Academic Success Plan:
A Behavioral and Accountability
Checklist**

- **A non-ambiguous concept, a very specific behavior plan**

- Behaviors equal consequences: *Link changes in behavior to success!*

- Key questions discussed with students:

    ➤ What is not working?
    ➤ What went wrong?
    ➤ What is my behavior now?
    ➤ How am I going to change this behavior?
    ➤ What is my plan, exactly?

**The Academic Success Plan:
A Behavioral and Accountability Checklist**

My Academic Success Plan   Name:_____

Based on what went wrong last quarter and to improve my GPA, I plan to:

1. _____
   _____
   _____

2. _____
   _____
   _____

3. _____
   _____
   _____

In the table below, record the actions you take to change that behavior.

DATE	ACTION	RESULT

CSU Bakersfield
First-Year Experience FYE

... Explore Your Possibilities!

Results of Our Intervention:

98% of Students Retained

- Academic Dismissal   2%

- Academic Probation   59%

- Good Standing   39%

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Mid-Year Student Assessment™ · Completion Date: 01/17/2012 to 03/19/2012
Summary and Planning Report for California State University-Bakersfield

Primary Sample Statistics *

	Pre (CSI-Form B) N	%	Mid-year (MYSA) N	%
Number of Females	65	68.4	51	68.9
Number of Males	30	31.6	23	31.1
Total number of students:	95	100.0	74	100.0

Academic Motivation	Female	Male	Total	
Attitudes Towards Educators				
Pre	62.3	58.8	61.2	
Mid-year	65.0	63.5	64.6	↑
Desire to Finish College				
Pre	61.5	40.0	54.8	
Mid-year	60.0	34.4	52.1	↓
Intellectual Interests				
Pre	59.3	35.3	51.7	
Mid-year	63.6	40.8	56.5	↑
Math and Science Confidence				
Pre	48.4	47.8	48.2	
Mid-year	55.0	56.4	55.4	↑
Study Habits				
Pre	55.5	40.4	50.7	
Mid-year	55.1	39.4	50.2	↓
Verbal and Writing Confidence				
Pre	45.0	39.6	43.3	
Mid-year	50.6	48.1	49.8	↑
General Coping				
Career Closure				
Pre	49.4	40.1	46.4	
Mid-year	50.5	41.0	47.6	↑
Family Emotional Support				
Pre	47.7	49.2	48.2	
Mid-year	43.3	43.9	43.5	↓
Opinion Tolerance				
Pre	58.9	59.4	59.1	
Mid-year	65.8	55.7	62.7	↑
Sense of Financial Security				
Pre	36.8	38.6	37.4	
Mid-year	43.0	43.4	43.1	↑
Sociability				
Pre	46.9	50.7	48.1	
Mid-year	55.1	57.0	55.7	↑
Other				
Desire to Transfer				
Pre	66.9	67.2	67.0	
Mid-year	N/A	N/A	N/A	

*The statistics for all scales were computed from percentile scores. For all of the scales, the national norm is the 50th percentile. High scores indicate levels of the characteristic described in the scale name (e.g. a high score in Desire to Finish College means that the group was above the average in Desire to Finish College).

Selected Results, Mid-Year Student Assessment Fall 2011-12 Cohort

IMPORTANT:
The Mid-Year Student Assessment serves a program assessment tool for us.

CSU Bakersfield
First-Year Experience **FYE**
... Explore Your Possibilities!

For CSU, Bakersfield, the College Student Inventory:

- Is a good predictor of academic probation.
- Leads us to develop intervention programs.
- Helps us understand why students are not doing well.
- Helps students' self-awareness of weaknesses to overcome.

For CSU, Bakersfield, the Mid-Year Student Assessment:

- Serves as a program assessment tool.
- Assists in providing students with services they need and want.
- Helps students' self-awareness of their needs.

CSU Bakersfield

Best practices in student success use motivational assessment to guide students down the right path at the right time to the right services

## The Process of Early Alert and Intervention with the Incoming Class

- **Proactively identify challenges** that could become barriers to the accomplishment of students' goals.
- **Prioritize outreach to students**
  - ✓ Summary Observations
  - ✓ Needs (Academic Motivation and General Coping)
  - ✓ Receptivity to Assistance
- **Make relevant referrals to resources**
  - ✓ Academic Support
  - ✓ Career Counseling
  - ✓ Financial Guidance
  - ✓ Personal Counseling
  - ✓ Social Enrichment

We've observed the added advantage of assessing students at mid-point of the first year to strengthen persistence initiatives.

A data dashboard adds ease and efficiency with filters, customization, groups/associations
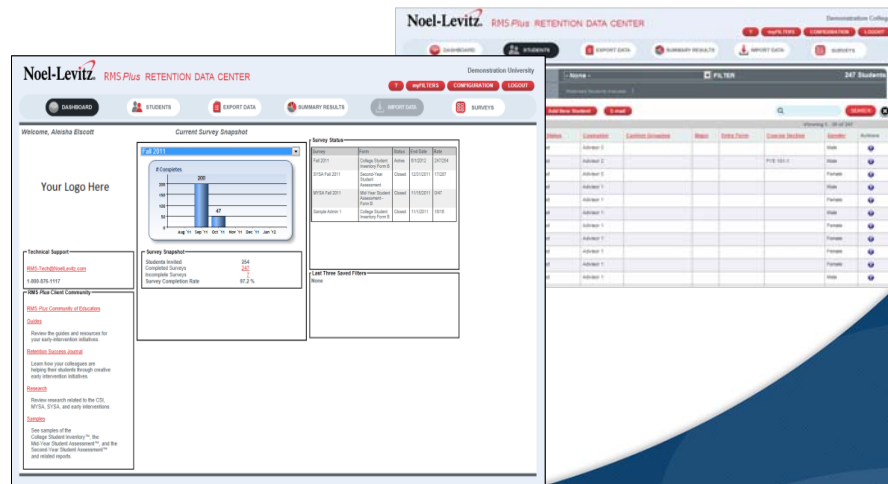
"Getting the Most out of Your College Experience"

The College Student Inventory

The Mid-Year Student Assessment

The Second-Year Student Assessment