Slide 1

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Improve Your Graduation Rates by Focusing on Your Second-Year Students

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#RNLNC19

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Slide 2

Our Agenda for Today

1. Framework for Student Success
2. The Voices of Second-Year Students—A Look at the Data
3. Implications for Campus Action
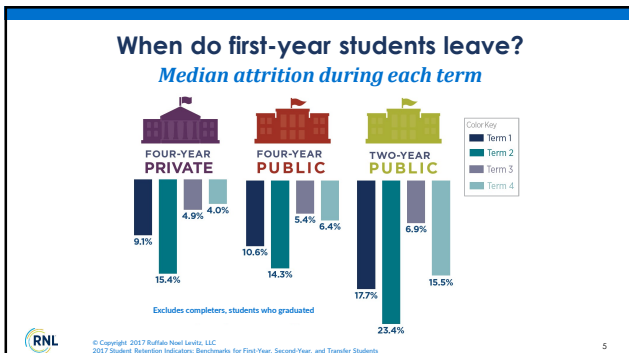4. Questions and Discussion

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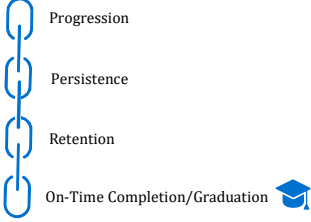**Slide 3**

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Framework for Student Success

Slide 4

Theoretical framework for retention management

Who? Which strategies? → Success strategies during enrollment process (transition to the campus community, assists with yield)

Who? Which strategies? → Success strategies during year one (affiliation, engagement, integration, transition, assists with first-year retention outcomes)

Who? Which strategies? → *Success strategies during year two (academic affiliation, career, experiential learning, assists with second-year outcomes)*

Who? Which strategies? → Success strategies in years three and four (academic satisfaction, career, and graduate school transition, assists with on-time completion)

→ Completion

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Slide 5

When do first-year students leave?
Median attrition during each term

FOUR-YEAR PRIVATE
9.1%
15.4%
4.9% 4.0%

FOUR-YEAR PUBLIC
10.6%
14.3%
5.4% 6.4%

TWO-YEAR PUBLIC
17.7%
23.4%
6.9%
15.5%

Color Key
■ Term 1
■ Term 2
■ Term 3
■ Term 4

Excludes completers, students who graduated

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Slide 6

Key performance indicators

Progression

Persistence

Retention

On-Time Completion/Graduation

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The success of our second-year students contributes to institutional success

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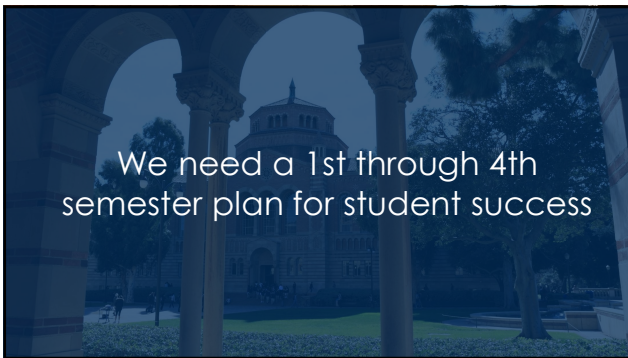### Institutions with second-year programs
2019 (2017)

Survey Items	Institutions Using Method	Very or Somewhat Effective
Four-year Private Institutions Programs designed specifically for second-year students	28% (40.5%)	47% (69%)
Four-year Public Institutions Programs designed specifically for second-year students	33% (23%)	48% (50%)
Two-year Public Institutions Programs designed specifically for second-year students	22% (14%)	50% (60%)

Retention Practices Survey, 2019, Ruffalo Noel Levitz

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We need a 1st through 4th semester plan for student success

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The voices of second-year students: A look at the data

Institutional perspective: Student satisfaction data

Student satisfaction is linked with:

Individual student retention	Institutional graduation rates	Institutional alumni giving	Institutional loan default rates
(higher)	(higher)	(higher)	(lower)

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Retention:

Linking Student Satisfaction and Retention (2009) and Predicting Student Retention at Community Colleges (2015)

Graduation rates:

The Relationship of Student Satisfaction to Key Indicators for Colleges and Universities (2014)

www.RuffaloNL.com/benchmark

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Alumni Giving:

The Correlation Between College Student Satisfaction and Alumni Giving (2015)

Loan Default:

Student satisfaction linked to lower loan default rates (A blog published on September 12, 2016 on http://blogem.RuffaloNL.com)

www.RuffaloNL.com/benchmark

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Satisfaction data helps us to target initiatives

With the data, we know what matters most to students and we know which areas have room for improvement

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The class level specific data gives an even clearer view of what needs to be done to improve the student experience

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Student Satisfaction Inventory (SSI)
Available since 1994 • Used by more than 2900 institutions with nearly 6.8 million individuals

- Comprehensive assessment across class levels
- Captures experiences both inside and outside of the classroom
- Completed during the academic year with either an online or paper administration
- Administered by more than 600 institutions annually; most institutions survey on an every-other-year cycle
- Items rated for importance and satisfaction, clustered into scales, versions specific to institution types; opportunity to customize 10 items

Survey options for adult and online learners as well
Learn more here: ww.RuffaloNL.com/SSI

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Comprehensive survey instrument: Inside and outside of the classroom

- Academic advising
- Campus Climate
- Campus Life
- Campus Support Services
- Concern for the Individual
- Instructional Effectiveness

- Recruitment / Financial Aid
- Registration Effectiveness
- Safety and Security
- Service Excellence
- Student Centeredness

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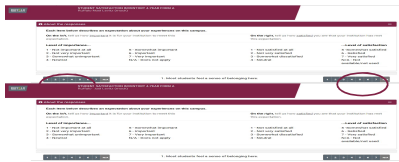
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Definition of Satisfaction:

" When expectations are met or exceeded by the student's <u>perception</u> of the campus reality

Schreiner & Juillerat, 1994

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The RNL surveys capture both an importance score and a satisfaction score

The combination allows you to review your satisfaction results within the context of what is most important to your students.

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Matrix for prioritizing action

Institutional Challenges

Institutional Strengths

Very Important

Very Dissatisfied → Very Satisfied

Very Unimportant

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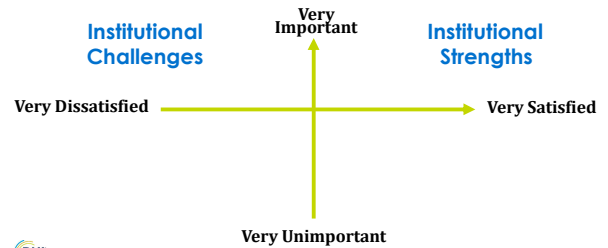
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Systematic Assessment Cycle

Inform the campus

Survey your students

Respond to the data with new initiatives

Review and share the results

Explore the data

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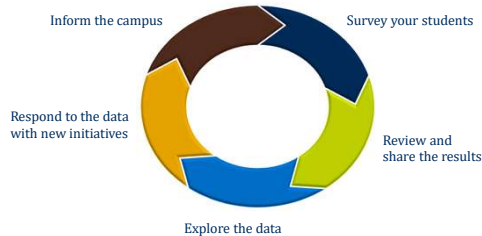
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National norm groups for the RNL Student Satisfaction Inventory: Fall 2015-Spring 2018

Student Satisfaction Inventory™ (SSI) is for traditional students, primarily enrolled on campus

- Four-year privates: 213,573 students at 318 institutions
- Four-year publics: 64,377 students from 60 institutions
- Community colleges: 142,906 students at 185 institutions

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These are the data from the students who stayed enrolled!

Four-year privates

26% 23% 22% 21%

Freshman   Sophomore   Junior   Senior

Four-year publics

25% 26% 24% 17%

Freshman   Sophomore   Junior   Senior

Community Colleges

40% 22% 38%

Fall 2015 – Spring 2018
Four-year privates = 213,573 students
Four-year publics = 64,377 students
Community colleges = 142,906 students

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National Student Satisfaction and Priorities Results

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1 year   2 years   3 years or more

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Summary satisfaction: Class level

Percentage satisfied/very satisfied

Four-year privates: 59%, 56%, 55%, 54%
Four-year publics: 54%, 55%, 57%, 58%
Community Colleges: 63%, 65%

Freshman/1 year   Sophomore/2 years   Junior   Senior

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National Student Satisfaction and Priorities Results

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Observations:

Different patterns between private and public institutions:
- Four-year privates: Satisfaction highest for freshmen
- Four-year publics: Satisfaction lowest for freshmen

Community college satisfaction increases slightly the second year and again these students have the highest satisfaction levels overall.

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Implications:

Important to review data by class level and target initiatives accordingly.

At four-year privates are first-year students better taken care of with institutional programming and policies? Are there opportunities to expand services for upper class students?

What is happening differently at four-year publics and community colleges?

How may attrition impact satisfaction levels by class level?

What are the implications of lower satisfaction levels when students graduate?

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The power of data slicing by class level variables, an illustration:

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Second-Year Strengths and Challenges
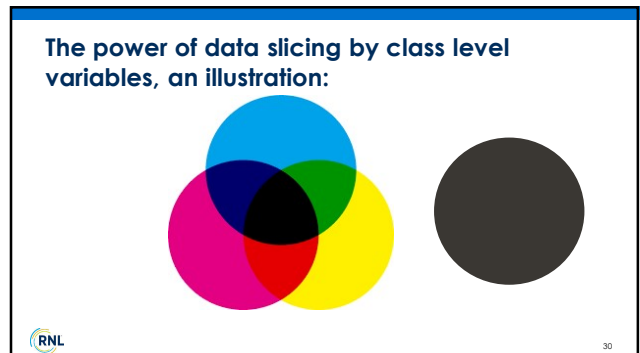
Four-year private Sophomore Strengths:

- The content of courses within my major is valuable.
- The instruction in my major field is excellent
- Nearly all faculty are knowledgeable in the field.
- My academic advisor is knowledgeable about requirements in my major.
- The campus is safe and secure for all students.
- I am able to experience intellectual growth here.
- Major requirements are clear and reasonable.
- My academic advisor is approachable.
- The campus staff are caring and helpful.
- There is a commitment to academic excellence.
- Students are made to feel welcome on this campus.
- Faculty are usually available after class and during office hours.
- On the whole, the campus is well-maintained
- This institution has a good reputation within the community.

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National Student Satisfaction and Priorities Results
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Four-year private Sophomore Challenges:

- I am able to register for classes I need with few conflicts.
- Tuition paid is a worthwhile investment.
- Security staff respond quickly in emergencies.
- Adequate financial aid is available for most students.
- Faculty are fair and unbiased in their treatment of students.
- Faculty provide timely feedback: student progress in a course.
- Financial aid awards are announced in time to be helpful.
- Financial aid counselors are helpful.
- Living conditions in the residence halls are comfortable.
- Faculty take into considerations as they teach a course.

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Four-year public Sophomore Strengths:

- My academic advisor is knowledgeable about requirements in my major.
- Nearly all faculty are knowledgeable in the field.
- Major requirements are clear and reasonable.
- My academic advisor is approachable.
- I am able to experience intellectual growth here.
- There is a good variety of courses provided on this campus.
- On the whole, the campus is well-maintained.
- Faculty are usually available after class and during office hours.
- There is a commitment to academic excellence.
- Students are made to feel welcome on this campus.
- Tutoring services are readily available.
- Freedom of expression is protected on campus.
- This institution has a good reputation within the community.
- Computer labs are adequate and accessible.

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Four-year public Sophomore Challenges:

- I am able to register for classes I need with few conflicts.
- The quality of instruction I receive in most classes is excellent.
- Tuition paid is a worthwhile investment.
- Adequate financial aid is available for most students.
- Faculty are fair and unbiased in their treatment of students.
- Faculty provide timely feedback: student progress in a course.
- This institution shows concern for students as individuals.
- Financial aid awards are announced in time to be helpful.
- Financial aid counselors are helpful.

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Community College Second-Year Strengths:

- I am able to experience intellectual growth here.
- Nearly all faculty are knowledgeable in the field.
- The campus is safe and secure for all students.
- Program requirements are clear and reasonable.
- There is a good variety of courses provided on this campus.
- Faculty are usually available after class and during office hours.
- On the whole, the campus is well-maintained.
- There are convenient ways of paying my school bill.
- Students are made to feel welcome on this campus.
- Computer labs are adequate and accessible.
- Class change (drop/add) policies are reasonable.
- Library resources and services are adequate.
- The campus staff are caring and helpful.

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National Student Satisfaction and Priorities Results
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Community College Second-Year **Challenges:**

- The quality of instruction I receive in most classes is excellent.
- I am able to register for classes I need with few conflicts.
- Classes are scheduled at times that are convenient for me.
- My academic advisor is knowledgeable about my program requirements.
- Faculty provide timely feedback: student progress in a course.
- This school does whatever it can to help me reach my educational goals.
- My academic advisor is knowledgeable about transfer requirements.
- Adequate financial aid is available for most students.
- Faculty are understanding of students' unique life circumstances.
- My academic advisor is concerned about my success as an individual.
- The amount of student parking is adequate.
- Students are notified early in the term if they are doing poorly.
- Financial aid awards are announced in time to be helpful.
- Financial aid counselors are helpful.

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Opportunities for improving the second year student experience

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Opportunities for improving the second-year student experience:

1. Access to classes they need

2. Faculty interaction (fair/unbiased, taking into consideration student differences timely feedback)

3. Financial aid (adequate amount, timely, helpful counselors)

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Ideas on ways to improve student satisfaction with: ACCESS TO CLASSES

1. Explore what students consider as conflicts
   - Are there conflicts with pre-requisites?
   - Conflicts with the courses all being offered at the same time?
   - Are there not enough sections of high-demand courses?
   - Is there not a clear path to navigate getting all the courses needed for the major in a timely manner?

2. Are the issues based in the general education requirements or in the majors?

3. Review the data by majors/programs to see where these issues may be more or less of a concern for students.

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Ideas on ways to improve student satisfaction with: FACULTY INTERACTION

Ensure that faculty development programs include high impact classroom practices, experiential learning, classroom assessment and opportunities to learn with faculty outside of the classroom.

1. Embed cultural competencies as part of the faculty development programs.

2. Provide guidelines for expected timely communication with students, and clearly state these expectations for students to see in the syllabus.

3. Review the data by majors/programs to see where these issues may be more or less of a concern for students.

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Ideas on ways to improve student satisfaction with: FINANCIAL AID

1. Ensure that financial aid staff are trained at the highest levels to minimize any potential run-around.

2. Be intentional with continuing student awards. You should be awarding as the student completes the FAFSA. Don't hold continuing student awards until new students are package.

3. Encourage parents and families to be active participants in the education needed to better understand and apply for financial aid.

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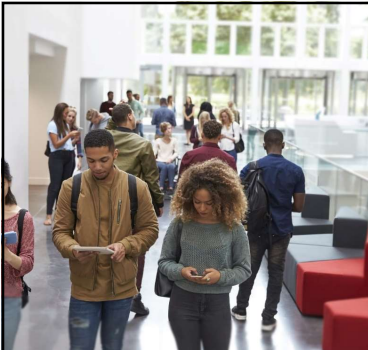
What can you do on your campus to influence sophomore satisfaction?

1 Assess student satisfaction regularly

2 Slice the data to view class level results

3 Determine where subpopulations of students are more or less satisfied:
- Overall
- With specific items regarding their student experience

4 Conduct focus groups to gather qualitative data to better understand the priority issues and to brainstorm possible actions to take

5 Work with student affairs, academic affairs and enrollment management to change policies, procedures or perceptions

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Institutional perspective: Student motivational data

Insights gleaned from the 2017-18 Second-Year Student Assessment™

7,531 • 55 colleges and universities

Second-Year Student Assessment

Welcome Preview Student

WELCOME

Take Survey ▶

Remember, answer every item!

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What information is captured through the Second-Year Student Assessment?

Student information, including:

- Major selection
- Intent to re-enroll
- Study plans

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Students' attitudes and motivations

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

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Students' receptivity to assistance

Custom text here

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

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Students' institutional impressions

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

Marie's 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

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Slide 55: Advisor/Counselor report

Slide 56: Aggregate data
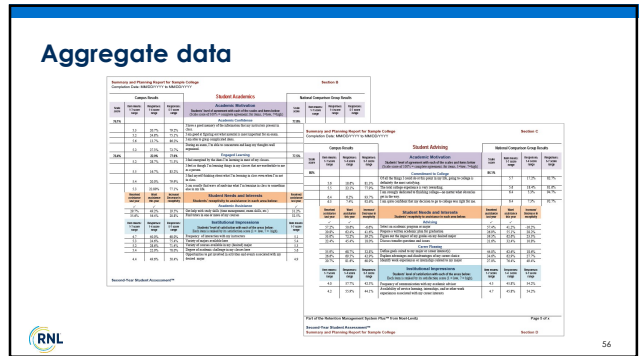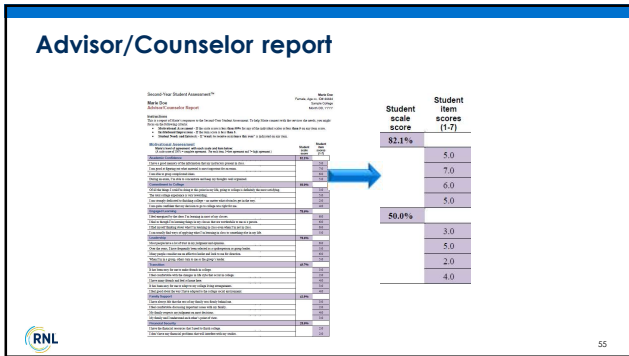
Slide 57: What are our second-year students telling us they need now?

(results from 2017-2018 SYSA responses, n=7,531)

Priority	% Requesting Assistance
Identify work experiences or internships related to my major.	75%
Define goals suited to my major or career interest(s).	62%
Explore advantages and disadvantages of my career choice.	61%
Prepare a written academic plan for graduation.	54%
Figure out the impact of my grades on my desired major.	53%
Discuss options for financing my education.	48%
Find tutors in one or more of my classes.	48%
Find better ways to manage my personal finances.	43%
Get help with study skills (time management, taking notes, etc.).	42%
Find ways to balance the demands of school with work.	41%

Slide 58: Additional Information:

68% (71 percent) Report they will have to study harder this year than last.

82% (83 percent) Plan to continue with the major they have selected.

73% (73 percent) State they have many friends and feel at home at their institution.

61% (59 percent) Report they have the financial resources needed to finish college.

86% (88 percent) Intend to complete their degrees at this institution.

Slide 59: Four areas of challenge for second-year students

- 🏛 Academics
- 🎓 Careers
- 👨‍💼 Advising
- 💰 Finances

Slide 60:

How are you doing on your campus? An activity…

3 — Implications for Campus Action

Academics

Connect students to faculty and engage them in the learning process

- Monitor quality of instruction and content of major classes
- Imbed tutoring in key second-year classes
- Provide mid-term grades in the second year, too
- Welcome second-years to their majors
- Offer faculty-led service learning, global travel, undergraduate research opportunities

Advising and career development

Focus second-year advising on connecting students to present and future identities

- Continue to practice "intrusive" advising in the second year
- Help students adjust and monitor their educational plans
- Tie advising to career development
- Information on internships
- Exploration of career options within majors
- Sophomore "Summit": Connect sophomores with alumni

Financial resources

- Deliver financial aid awards to students prior to the end of the semester their first year
- Use summer months to follow up with rising sophomores about their financial aid awards
- Provide financial counseling to sophomores
- Target sophomores for on-campus employment
- Investigate ways in which additional scholarship support can be created for sophomores

Social engagement

- Create sophomore "Jump" programs
- For residential campuses, partner with residence life staff in creating community for sophomores
- Emphasize leadership and service experiences
- Offer sophomore retreats, alternative spring breaks, global experiences
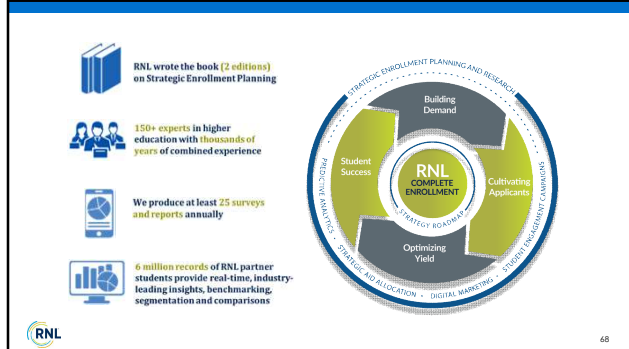
We can make a difference if we employ data-informed planning to create targeted student-success initiatives in the second year

Questions and Discussion

Innovation with RNL Student Success

www.RuffaloNL.com/SatisfactionSurveyTutorials

Download the current national reports

www.RuffaloNL.com/Benchmark

Read our blog and watch our case-study webinar

Blog Site: www.RuffaloNL.com/Blog

Search on the words: Satisfaction and/or Motivation

Thank you for joining us today!

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