





Ruffalo Noel Levitz Student Success:
An Integrated Solution of Assessment,
Planning, and Implementation

Our conversation today


1. Welcome, introductions, and the dynamics of student success
2. Pre-enrollment analytics
3. Post-enrollment analytics
4. Key takeaways and implications
5. Discussion




Welcome Today's presenters




Gary Fretwell
Senior Vice President
Retention Solutions
Gary.Fretwell@RuffaloNL.com



Brandi Phillips
Ruffalo Noel Levitz
Director, Retention Solutions
Brandi.Phillips@RuffaloNL.com




Shannon Cook
Ruffalo Noel Levitz
Senior Director, Retention Solutions
Shannon.Cook@RuffaloNL.com




Key challenges institutions face in the market


1. Number of high school graduates will **stagnate or decline** over the next five years
2. Minority students will be **46%** of college enrollment by 2025
3. College costs **continue to increase** as aid decreases
4. Nearly a quarter of schools have **no written retention plan** (25% of four-year privates, 21% of four-year publics and 22% of two-year publics)
5. Roughly half of institutions **do not regularly update** their retention/student success plans (51% of four-year privates, 45% of four-year publics, 45% of two-year publics)

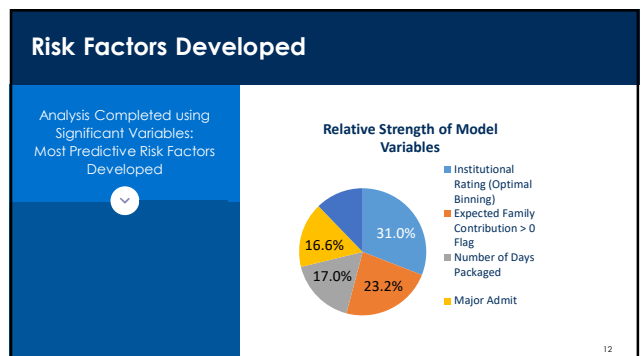
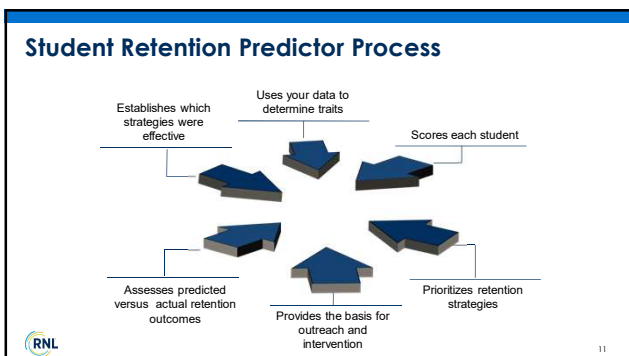
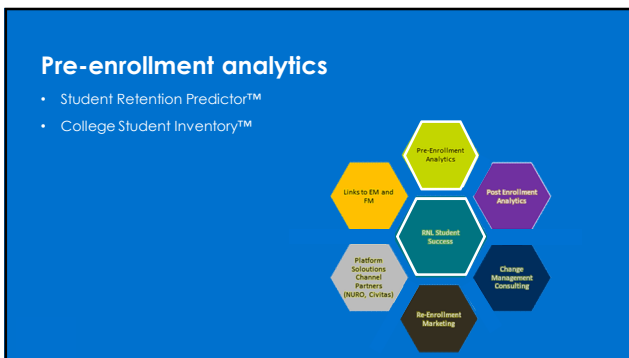
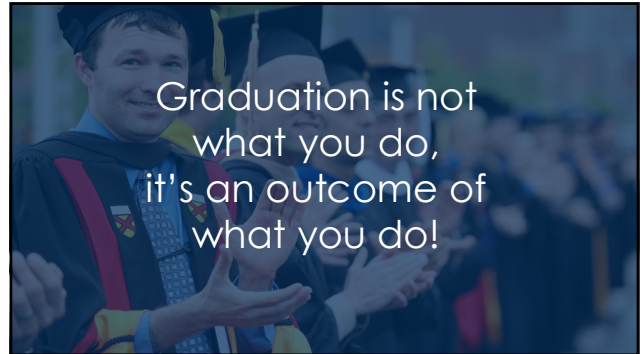


© Copyright 2018. Knowledge at the College Door. Western Interstate Commission for Higher Education

© Copyright 2019 Ruffalo Noel Levitz Retention Practices Poll

RNL SOLUTIONS FOR THE STUDENT LIFECYCLE





The model is applied to Fall 2019 students to produce SRP scores for each student, 0.0-1.0

Jane Jennings	.99	Highly likely to persist	Jane and Ben are highly likely to persist. Even without interventions, they will likely remain students.
Ben Pierce	.78	Highly likely to persist	
Tracy Williams	.66	Might persist	Tracy, Heather, Ryan, Bruce, and Patricia are on the fence. Students like these should be your highest priority for interventions.
Heather Smith	.59	Might persist	
Ryan Harris	.51	Might persist	
Bruce Adams	.48	Might persist	Todd and Kelly are at high risk for withdrawing. There aren't enough students like Todd and Kelly to meet your retention goals, so you'll need to focus most of your personalized attention on the fence-sitters.
Patricia Gill	.39	Might persist	
Todd Bauman	.24	Highly unlikely to persist	
Kelly Lockhart	.12	Highly unlikely to persist	

RNL 13

Retention Curve Developed

31 students between .26 and .35

Predicted to Retain at 49.7%

RNL

Goals Established and Outcomes Assessed in Fall of 2020

Model Score Bands	Historical Persistence Rate	Fall 2019 Count	Predicted Retention Outcome	Goal	Desired Outcome Fall 2020	Additional Students
0.00-0.25	29.5%	28	8	29.5%	8	0
0.26-0.35	49.7%	31	15	53.0%	16	1
0.36-0.50	57.2%	66	38	60.2%	40	2
0.51-0.65	63.4%	77	49	65.0%	50	1
0.66-0.75	74.1%	68	50	74.1%	50	0
0.76-1.00	86.1%	124	107	86.1%	107	0
		394	267		272	4
			68%		69%	

RNL 15

COLLEGE STUDENT INVENTORY™

MID-YEAR STUDENT ASSESSMENT™

SECOND-YEAR STUDENT ASSESSMENT™

The College Student Inventory (CSI)

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

RNL 17

Sample Report: College Student Inventory

College Student Inventory™ CSI Form B Sample Report

Indicators: This is a report of Student College Student Inventory results. These give you a detailed explanation of the Student Report. It will appear with the recommendations and necessary data to follow them. They provide a way to make the program more of a way of making more informed decisions, and help you to understand the program's impact on the student's success.

Motivational Assessment	Level	Very High	High	Low	Very Low
Academic Motivation	Very High	4	1	0	0
Study Habits	High	1	1	0	0
Study Systems	High	1	1	0	0
Confidence in Learning	High	1	1	0	0
Math and Science Confidence	High	1	1	0	0
Commitment to College	High	1	1	0	0
Interactions with Previous Teachers	High	1	1	0	0

Specific Recommendations for Shane: The strength of the top 7 recommendations is indicated by its priority score (0.0 = low, 0.4 to 0.6 = medium, 0.7 to 0.9 = high)

- Get help with math helps
- Get help with study skills
- Get help in choosing a part-time job
- Get help with learning technology
- Get help with writing skills
- Get tutoring in selected areas
- Get help in finding an academic program

RNL 18

Sample Report: College Student Inventory

College Student Inventory™ Coordinator Report CSI Form B Sample Report

Summary Observations*

Summary scores are expressed on a similar scale: 1 = very low, 2 = average, 3 = very high

- Disrupt Promotes: 6
- Predicted Academic Difficulty: 6
- Educational Stress: 4
- Receptivity to Institutional Help: 2

Predictive Analytics within the CSI

Student Background Information

High School Academic	Very High	High School	Very High
Family Background	Very High	Family Structure	Very High
College Experience	Very High	College Type	Very High

Sample Aggregate Report: College Student Inventory

College Student Inventory™ - Form B Summary and Planning Report for Pennsylvania State University

Top 10 recommendations

By Type	Mean Priority Score	% of Students Requesting Assistance	By Percent of Students Requesting Assistance	Mean Priority Score	% of Students Requesting Assistance
Get help with study habits	6.77	27%	Get help with study habits	6.77	27%
Get help with writing skills	6.52	24%	Discuss the application for courses	6.52	24%
Get help with math skills	6.35	24%	Discuss the application for courses	6.35	24%

Post-Enrollment Analytics

- Mid-Year Student Assessment™
- Second-Year Student Assessment™
- Satisfaction-Priorities Surveys™

The Mid-Year Student Assessment™ (MYSA)

- Shows student growth and development
- Requests for assistance at mid-year
- Student satisfaction with key service areas
- Plans for next semester and beyond

Sample Report: Mid-Year Student Assessment

Mid-Year Student Assessment™ Advisor's Summary Report

Study Habits

Pre: 35, Mid-year: 41

Reading Interests

Pre: 44, Mid-year: 44

Verbal and Writing Confidence

Pre: 24, Mid-year: 29

Math and Science Confidence

Pre: 29, Mid-year: 34

Study Time Needed

Pre: 1:30 hrs/week, Mid-year: 0 (I do not work)

Work Plans

Pre: Bachelor's, Mid-year: Bachelor's

Degree Plans

Pre: Bachelor's, Mid-year: Bachelor's

College Plans

Pre: Complete Degree Here, Mid-year: Complete Degree Here

Motivational Assessment

Academic Motivation: 18, Study Habits: 18, Academic Knowledge: 18, Academic Ability: 18, Study Time Needed: 18, Work Plans: 18, Degree Plans: 18, College Plans: 18

Sample Aggregate Report: Mid-Year Student Assessment

Summary and Planning Report for Sample College

Students' Needs and Interests

Scales and Items	Pre (CSI-Form B) Receptivity Scales (percentile)	Received help already		Would like to receive help or information this term	
		YES	NO	YES	NO
Receptivity Academic Assistance 63					
Exam skills	134	174	101	207	
Study habits	157	151	103	205	
Writing skills	163	145	124	184	
Math skills	99	219	132	177	
Tutoring	101	207	110	198	
Reading skills	76	232	80	228	
Receptivity to Career Guidance 61					
Qualifications for occupations	115	193	165	143	
Help with career job plans	84	224	164	144	
Salaries for occupations	66	242	165	143	
Advantages/Disadvantages of occupations	72	236	165	147	
Help selecting occupations of interest	97	211	163	145	

What are your student's enrollment plans at mid-point of their first year?

Reach out to those individuals who are ambivalent regarding their re-enrollment plans

College Plans	NIA	NIA	N	%
I plan to complete my degree/certificate at this college or university			47	45.0%
I plan to transfer to another college or university to complete my degree			28	27.1%
College is not right for me at this time, and I do not plan to re-enroll next year			1	0.9%
I have not made a decision about my plans for next year			6	5.8%

The Second-Year Student Assessment™ (SYSA)

Second-year and Transfer students need our attention, too

How are they faring in these areas?

- Academic Confidence
- Commitment to College
- Engaged Learning
- Leadership
- Transition
- Family Support
- Financial Security

What services do they want assistance in at this time?

- Academic Assistance
- Advising
- Career Planning
- Finances
- Personal Support

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: 82.1%
- Commitment to College: 50.6%
- Engaged Learning: 78.6%
- Social Motivation: 78.6%
- General Coping: 41.7%
- Family Support: 43.9%
- Sense of Financial Security: 28.6%
- Miscellaneous: 28.6%

Academic Motivation: 82.1% (Target: 80%)

Commitment to College: 50.6% (Target: 50%)

Engaged Learning: 78.6% (Target: 75%)

Social Motivation: 78.6% (Target: 75%)

General Coping: 41.7% (Target: 40%)

Family Support: 43.9% (Target: 40%)

Sense of Financial Security: 28.6% (Target: 25%)

Miscellaneous: 28.6% (Target: 25%)

Integrating RMS Plus

Build a first-through fourth-term student success plan

Prior to campus arrival: Students complete the CSI. Results used for early intervention and planning.

College Student Inventory

Advising: Student/Advisor use the CSI results for academic planning.

Second-Year Student Assessment: Use data to strengthen partnerships and deliver services.

Second-Year Student Assessment

Mid-Year Student Assessment

First-Year Seminar/Courses: Deeper engagement through course assignments (CSI + MYSA).

Second-semester planning



Ruffalo Noel Levitz (RNL) Satisfaction-Priorities Survey Suite

- Student Satisfaction Inventory™ (SSI)** is for traditional students, primarily enrolled on campus
- Adult Student Priorities Survey™ (ASPS)** appropriate for undergraduate or graduate adult students.
- Priorities Survey for Online Learners™ (PSOL)** for students in online distance learning programs. (Online only)
- Institutional Priorities Survey™ (IPS)** for campus faculty, administration and staff is directly parallel to the SSI.
- Parent Satisfaction Inventory™ (PSI)** for parents of currently enrolled students at four-year institutions (Online only)

The Student Satisfaction Inventory™ (SSI)

- 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

Learn more at www.RuffaloNL.com/SSI

Student Satisfaction is Linked With:

Individual student retention
(higher)

Institutional graduation rates
(higher)

Institutional alumni giving
(higher)

Institutional loan default rates
(lower)

Learn more here: www.RuffaloNL.com/benchmark

Definition of Satisfaction:

“When expectations are met or exceeded by the student’s perception of the campus reality”

Schreiner & Juillerat, 1994

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.

Matrix for prioritizing action

Very Important

Institutional Challenges Institutional Strengths

Very Dissatisfied Very Satisfied

Very Unimportant

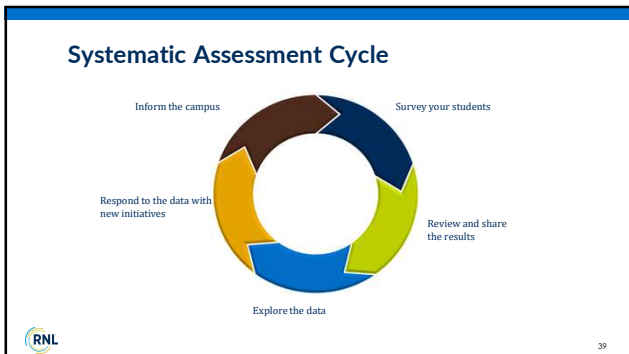
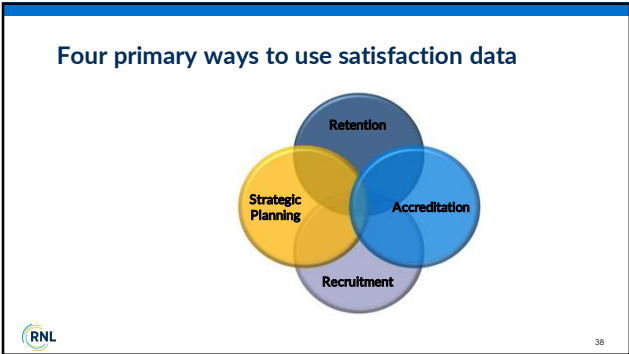
SSI Four-Year Private Sample

Item	Importance	Satisfaction	Diff	Importance	Satisfaction	Diff
1. Most students feel a sense of belonging here	6.54	5.42	1.12	6.03	5.28	0.75
2. The campus staff are caring and helpful	6.44	5.14	1.30	6.17	5.01	1.16
3. Faculty care about this as an individual	6.33	5.03	1.30	6.16	5.05	1.11
4. Administrators staff are knowledgeable	6.30	5.08	1.22	6.04	5.01	1.03
5. Financial aid opportunities are helpful	6.20	5.05	1.15	6.04	5.06	1.00
6. No academic advisor is available	6.00	6.11	-0.11	6.42	5.75	0.67
7. The campus is safe and secure for all students	6.30	5.88	0.42	6.44	5.74	0.70
8. The campus staff are knowledgeable	6.00	5.73	0.27	6.01	5.76	0.25
9. A variety of extracurricular activities are offered	6.00	5.02	0.98	5.93	5.06	0.87
10. Administrators are approachable to students	6.00	5.02	0.98	6.04	5.38	0.66
11. Being prepared are responsible	6.30	5.07	1.23	6.16	4.97	1.19
12. Financial aid awards are processed to students in time to be helpful in college planning	6.20	5.05	1.15	6.22	5.05	1.17
13. Library staff are helpful and approachable	6.00	5.73	0.27	6.17	5.76	0.41
14. My academic advisor is concerned about my success as an individual	6.31	5.08	1.23	6.03	5.05	0.98
15. The staff in the health services care are competent	6.24	5.08	1.16	6.01	5.02	0.99
16. The instruction in my major field is excellent	6.44	5.78	0.66	6.04	5.08	0.96
17. Adequate financial aid is available for most students	6.44	5.11	1.33	6.38	5.05	1.33

SSI Four Year Phleb Sample

www.RuffaloNL.com/SSISamples

Sample Name	Date	Status
1. SSI - 4 Year Phleb	10/15/18	Completed
2. SSI - 4 Year Phleb	10/15/18	Completed
3. SSI - 4 Year Phleb	10/15/18	Completed
4. SSI - 4 Year Phleb	10/15/18	Completed
5. SSI - 4 Year Phleb	10/15/18	Completed
6. SSI - 4 Year Phleb	10/15/18	Completed
7. SSI - 4 Year Phleb	10/15/18	Completed
8. SSI - 4 Year Phleb	10/15/18	Completed
9. SSI - 4 Year Phleb	10/15/18	Completed
10. SSI - 4 Year Phleb	10/15/18	Completed
11. SSI - 4 Year Phleb	10/15/18	Completed
12. SSI - 4 Year Phleb	10/15/18	Completed
13. SSI - 4 Year Phleb	10/15/18	Completed
14. SSI - 4 Year Phleb	10/15/18	Completed
15. SSI - 4 Year Phleb	10/15/18	Completed
16. SSI - 4 Year Phleb	10/15/18	Completed
17. SSI - 4 Year Phleb	10/15/18	Completed
18. SSI - 4 Year Phleb	10/15/18	Completed
19. SSI - 4 Year Phleb	10/15/18	Completed
20. SSI - 4 Year Phleb	10/15/18	Completed
21. SSI - 4 Year Phleb	10/15/18	Completed
22. SSI - 4 Year Phleb	10/15/18	Completed
23. SSI - 4 Year Phleb	10/15/18	Completed
24. SSI - 4 Year Phleb	10/15/18	Completed
25. SSI - 4 Year Phleb	10/15/18	Completed
26. SSI - 4 Year Phleb	10/15/18	Completed
27. SSI - 4 Year Phleb	10/15/18	Completed
28. SSI - 4 Year Phleb	10/15/18	Completed
29. SSI - 4 Year Phleb	10/15/18	Completed
30. SSI - 4 Year Phleb	10/15/18	Completed



- ### Many campuses assess student satisfaction and student engagement
- National Survey on Student Engagement: Just Freshmen and Seniors
 - Student Satisfaction Inventory: Across ALL class levels
 - NSSE/CCSSE and SSI results support each other
 - Students won't be satisfied if they are not engaged and they won't be engaged if they aren't satisfied.

- ### What makes RNL satisfaction assessment unique:
- Measure both Importance and Satisfaction
 - National benchmark data specific to your institution type and student population (traditional, adult, online, graduate)
 - Efficient turnaround time for delivery of results
 - Data is actionable
 - Regional accreditation mapping
 - Your timeline is our timeline
 - Cost effective



Retention Consulting: Two types of strategies

- Retention Management: Re-Enrollment Strategies
 - These are strategies which influence the student to re-enroll, therefore improving the persistence and retention outcomes.
- Retention Management: Student Success Strategies
 - These are strategies which help the student to be more successful, therefore improving the progression and completion outcomes.
- All of these strategies work together to improve the persistence, progression, retention, and completion ($P+P+R=C$).

Support students to graduation: $P+P+R=C/G$

43

Retention Consulting

- Objectively assesses your current student success efforts and assists you in building an integrated plan that engages all of the institution.
- Facilitates and changes your current state and supports training and goal direction.
- Demonstrates not only how to collect pre and post enrollment analytics but provides guidance in using data to impact student success and develop new strategies.

44

Retention Consulting - Setting (SMART) goals

Sample retention goals

- Goal: Achieve an annual return rate of 80 percent for first-time, full-time, degree-seeking freshmen entering the institution in fall 2019.
- Goal: Increase the annual return rate by two percent each year for first-time, full-time, degree-seeking freshmen entering in the fall years 2019, 2020, and 2021.
- Goal: Achieve a four-year cohort graduation rate of 42 percent for first-time, full-time students entering the institution in fall 2019.
- Goal: Increase the first-year retention rate of underrepresented students, who begin fall 2019 by three percent.
- Goal: Increase the first-year retention rate of fall 2019 students, who enroll fewer than 90 days prior to the beginning of their first term by three percent.

45

Retention management

<h4>Student Success Strategies</h4> <ul style="list-style-type: none"> First-year transitions (orientation, FYE, and extended orientation) Academic advising/coaching/degree/pathways planning Course success assessment and planning Academic support Academic recovery Co-curricular programming Quality of housing and residence life Engaged integrated learning Quality services (minimization of run-around) Career development 	<h4>Re-Enrollment Strategies</h4> <ul style="list-style-type: none"> CAN: Congratulating, Alerting, and Nudging. Advising and registration campaigns each term. Affiliation scans each term. Value messaging. Rhythm of the first-year parent and family campaigns. Intent to re-enroll tracking. Intentional connections to academic units Transcript request communication. Financial aid reminders. Hold management communication. Housing/Residence life intent notices. Qualified recruit-back (fall not spring, spring not fall). Second-year transitions beginning in term two. Summer melt outreach.
---	--

46

Re-Enrollment for Student Success

Your campus invests tremendous amounts of resources to bring in each and every student, spending months or years recruiting them. Replacing students that withdraw or stop out is costly, compounding the costs each loss has on your institutions.

<p>1 in 10 freshmen deposit but do not enroll</p> <p>That's the equivalent of a 10 percent loss in expected revenue, not to mention a student's college career ending before it starts.</p>	<p>1 in 3 freshmen do not return for their second year</p> <p>The first term is the most critical time to get freshmen on the path to completion.</p>	<p>freshmen withdraw for a wide variety of reasons</p> <p>If you can assess why they have not registered or why they left, you have vital information to help you keep them.</p>
--	---	--

47

Preparing for your re-enrollment strategy

Qualify the pool

Maximize your outcomes

- Ensure you are not communicating with students who have overwhelming barriers for return.
- Take the pulse of the drop out student to gauge their interest.
- Target messages based on how your students respond.
- Develop the reenrollment marketing plan to maximize your outcomes.
- Evaluate your outcomes and ROI

48



Partners Assisting Institutions to Improve Student Success

- **CampusESP** - A parent engagement platform that turns parents into partners for colleges and universities. Personalized newsletters and a web/mobile experience help your institution leverage parent involvement to support your student success goals.
- **GlyphEd** - Glyph-based data visualization for enrollment, student success and retention. A visual analytics software tool that allows you to see more of your data at one time using principles of neuroscience.
- **Mongoose** - Supports campus as Cadence: a texting platform implemented by institutions as a means of communicating with students, families, and alumni in the medium we all prefer — texting. The platform allows for genuine, two-way conversations to take place.
- **Civitas** - Civitas Learning helps institutions harness the power of their own data to help their students succeed. Their approach uses data science & a suite of technology solutions to support better decisions at colleges and universities in order to improve student outcomes.

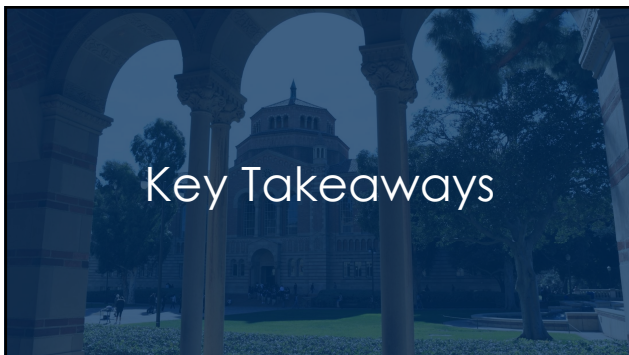
RNL 50



Student Success significantly effects other enrollment and fundraising efforts

- Use your Student Satisfaction Inventory data to inform current enrollment and marketing campaigns targeted towards new students.
- Use non-cognitive, student-reported data from RMS to inform future enrollment initiatives.
- The impact of enrollment marketing and strategic financial aid strategies can be qualified relative to student success using SRP. Data from SPS can inform fundraising management strategies. The fact is — research shows the more satisfied your students are the higher their likelihood is to become loyal alumni and donate after graduation.

RNL 52



Key takeaways

Aligning strategies, resources, and tools

- Pre and post enrollment data is vital to identify at-risk students and essential services or programs that need to be strengthened.
- Tools are only as good as they are used – all efforts need to be coordinated and monitored using key enrollment/student success data throughout the process.
- Influencing students' decision to continue needs to happen early and throughout their enrollment at your institution.
- Focusing on student success yields positive results for both overall enrollment and future fundraising efforts.

RNL 54

Download the current national reports
www.RuffaloNL.com/Benchmark



RNL 2018 National Student Satisfaction and Priorities Report

RNL 2018 National Freshman Motivation to Complete College Report

RNL

55

Quick consultations are available on site during this conference. If you would like to speak in more depth about your particular needs or discuss your student success plan, please feel free to set up a meeting.

Thank you for joining us today



Gary Fretwell
Senior Vice President
Retention Solutions
Gary.Fretwell@RuffaloNL.com

Brandi Phillips
Ruffalo Noel Levitz
Director, Retention Solutions
Brandi.Phillips@RuffaloNL.com

Shannon Cook
Ruffalo Noel Levitz
Senior Director, Retention Solutions
Shannon.cook@RuffaloNL.com

All material in this presentation, including text and images, is the property of RNL. Permission is required to reproduce information.