

August 16, 2016

Edward A. Martinez, Ph.D.
Interim Vice President, Strategic Enrollment Management
New Mexico Highlands University
Box 9000
Las Vegas New Mexico, 87701

Dear Dr. Martinez:

I was very pleased with my initial visit to New Mexico Highlands University (NMHU) on August 8-9, 2016 to support and encourage deployment of the Retention Management System *Plus* (RMS+). I appreciated the opportunity to overview our partnership components for faculty and staff as part of your professional development week and to review our partnership with senior leaders. The RMS+ workshop was well received and the model approval and set-up discussions leave us in a good position to realize a successful deployment with this year's new freshmen cohort.

In this report, I have attempted to capture the essentials of the Student Retention Predictor (SRP) model that was approved during this visit and the progress discussions on RMS+ and Student Satisfaction Survey deployment. In the appendix, I have attached a proposed agenda for the September 19-20 visit, a preliminary schedule of services, and the presentation slides I used during the RMS+ workshop and concurrent in-service sessions.

I appreciate the opportunity to work with you and your colleagues and look forward to returning in September to provide a comprehensive retention assessment and to join my RNL colleagues Brian Janson and John Plotts during our joint-visit alignment discussions.

Sincerely,



Dave Trites
Senior Associate Consultant

DT/cvc

c: Brian Janson, executive consultant, Ruffalo Noel Levitz
John Plotts, associate consultant, Ruffalo Noel Levitz

Goals and Agenda

Goals

- Provide an overview of the Retention Management System *Plus* (RMS+) and its potential to improve student success at Highlands University;
- Review the Student Retention Predictor (SRP) model process and data requirements;
- Develop strategies for optimal deployment of the RMS+ with emphasis on the SRP model and College Student Inventory (CSI); the Mid-Year Student Assessment (MYSA) and Second-Year Student Assessment (SYSA) will also be addressed in the discussions and training;
- Provide training for the use of the Retention Data Center and the use of the inventory reports; and
- Address implementation details for the student satisfaction survey (SSI).

Agenda

Monday August 8, 2016

Time	Meeting	Participants	Room
8:00 a.m.	Meet with project lead	Edward Martinez and Dave Trites	RAB 105
9:00 a.m.	President's State of University address	All Attend	SUB Ballroom
11:00 a.m.	Enrollment and retention concurrent choice: RNL/NMHU partnership overview including RMS <i>Plus</i> implementation	Concurrent choice for NMHU participants, Edward Martinez, and Dave Trites	SH130A
Noon	Break	Dave Trites	
12:30 p.m.	Set up for workshop	Dave Trites	SH130A
1:30 p.m.	Keynote speaker	All Attend	SUB Ballroom
Retention Management System Workshop			SH130A
3:00 p.m.	Introduce workshop to participants	Selected advisors, FYE instructors, Learning Community instructors, RMS <i>Plus</i> leaders, and others who may use RMS <i>Plus</i> reports with students, and Dave Trites	
3:10 p.m.	Introductions and initial discussion of Highlands goals and objectives in student success		
3:20 p.m.	Elements and purpose of RMS <i>Plus</i> <ul style="list-style-type: none"> ▪ Review of reports generated from RMS <i>Plus</i> ▪ The scales ▪ The SRP model and process ▪ Summary and planning data 		
3:50 p.m.	Case studies, role-play, and practice in interpreting individual RMS <i>Plus</i> reports		
4:15 p.m.	The student advisor conference <ul style="list-style-type: none"> ▪ Sensitivity to student perspective ▪ Guidelines for using RMS <i>Plus</i> 		
4:35 p.m.	Demonstration of data center dashboard		
4:50 p.m.	Workshop evaluations and summary		
5:00 p.m.	Workshop adjourns		

Retention Visit Report

5:00 p.m.	After-action discussion	Edward Martinez and Dave Trites	RAB105
5:30 p.m.	Consultant departs campus	Dave Trites	

Tuesday August 9, 2016

Time	Meeting	Participants	Room
8:00 a.m.	Meet with project lead	Edward Martinez and Dave Trites	RAB105
9:00 a.m.	Senior leader retention partnership discussion	Edward Martinez, Sam Minner, Max Baca, Carol Linder, and Dave Trites (RNL remote participants Brian Janson and John Plotts)	RAB105
10:00 a.m.	Retention Management System Data Center, and Student Satisfaction Inventory customization, access, and administration options	Support Service leaders (key academic and student services personnel who can be expected to support and encourage RMS <i>Plus</i> during this cycle), and Dave Trites (RNL Courtney Greene and Shannon Cook remote participants)	SH130A
11:00 a.m.	SRP model approval web-meeting	Key RMS project leaders, institutional research representatives, others TBD and Dave Trites (RNL Jeff Easterling, Courtney Greene and Cindy Knuth remote participants)	SH130A
12:30 p.m.	Break	Dave Trites	
1:00 p.m.	Partnership progress review and focus group on retention improvement opportunities	NMHU Retention Team (Optional for retention team members), Edward Martinez, and Dave Trites	SH130A
2:00 p.m.	Exit meeting	Edward Martinez and Dave Trites	RAB105
3:00 p.m.	Consultant departs campus	Dave Trites	

Participants

August 8 3:00 p.m. Meeting

- Maxine Salas, Associate, Office of Institutional and Effectiveness Research
- Ivy Romero, Associate, Office of Institutional and Effectiveness Research
- Dr. Jim Alarid, Interim Director, Office of Research and Sponsored Programs
- Buddy Rivera, Interim Director, Office of Institutional and Effectiveness Research
- Sean Weaver, Director, University Relations
- Robert Romero, Coordinator, Native American Center
- Kimberly Blea, Dean, Student Affairs

- Shannon Saiz, Student Orientation Coordinator/Advisor, Academic Support
- Alex Gadberry, Intervention and Retention Coordinator, Academic Support
- David Esquibel, Coordinator of Accessibility and Testing, Academic Support
- Jessica Jaramillo, Director, Student Recruitment and Admissions
- Caroline Montoya, Academic Advisor-Coordinator of Training and Career Assessment, Academic Support
- Benito Pacheco, Director, Academic Support
- Dr. Carol Linder, Interim Provost and Vice President for Academic Affairs
- Maria Sena, Executive Administrative Assistant, Strategic Enrollment Management
- Dr. Edward Martinez, Interim Vice President for Strategic Enrollment Management

August 9 10:00 a.m. Meeting

- Jessica Jaramillo, Director, Student Recruitment and Admissions
- Robert Romero, Coordinator, Native American Center
- David Esquibel, Coordinator of Accessibility and Testing, Academic Support
- Kimberly Blea, Dean, Student Affairs
- Shannon Saiz, Student Orientation Coordinator/Advisor, Academic Support
- Alex Gadberry, Intervention and Retention Coordinator, Academic Support
- Caroline Montoya, Academic Advisor-Coordinator of Training and Career Assessment, Academic Support
- Casey Applegate-Aguilar, Coordinator/First Year Experience Learning Communities, Academic Affairs
- Annette Garcia, Administrative Secretary, Academic Support
- Ivy Romero, Associate, Office of Institutional and Effectiveness Research
- Buddy Rivera, Interim Director, Office of Institutional and Effectiveness Research
- Sean Weaver, Director, University Relations
- Maxine Salas, Associate, Office of Institutional and Effectiveness Research
- Benito Pacheco, Director, Academic Support
- Stephen Weatherburn, Assistant Director of Composition, English and Philosophy
- Maria Sena, Executive Administrative Assistant, Strategic Enrollment Management
- Dr. Edward Martinez, Interim Vice President for Strategic Enrollment Management

Aug 9 11:00 a.m. Meeting

- Kimberly Blea, Dean, Student Affairs
- Dr. Carol Linder, Interim Provost and Vice President for Academic Affairs
- Alex Gadberry, Intervention and Retention Coordinator, Academic Support
- Benito Pacheco, Director, Academic Support

- Ivy Romero, Associate, Office of Institutional and Effectiveness Research
- Sean Weaver, Director, University Relations
- Maria Sena, Executive Administrative Assistant, Strategic Enrollment Management
- Dr. Edward Martinez, Interim Vice President for Strategic Enrollment Management

Aug 9 1:00 p.m. Meeting (rescheduled)

- Dr. Carol Linder, Interim Provost and Vice President for Academic Affairs
- Benito Pacheco, Director, Academic Support
- Casey Applegate-Aguilar, Coordinator/First-Year Experience Learning Communities, Academic Affairs
- Dr. Edward Martinez, Interim Vice President for Strategic Enrollment Management

The Components of RMS Plus

The focus of this visit was on the implementation of the Retention Management System *Plus* (RMS+), a comprehensive series of student success tools that will help New Mexico Highlands University identify which students are most likely to persist, gauge students' receptivity to assistance, and connect at-risk students to the most appropriate campus resources. The RMS+ system includes the five components listed below:

1. Student Retention Predictor (SRP)
2. College Student Inventory (CSI) Form B
3. Mid-Year Student Assessment™ (MYSA)
4. Second-Year Student Assessment™ (SYSA)
5. Retention Data Center

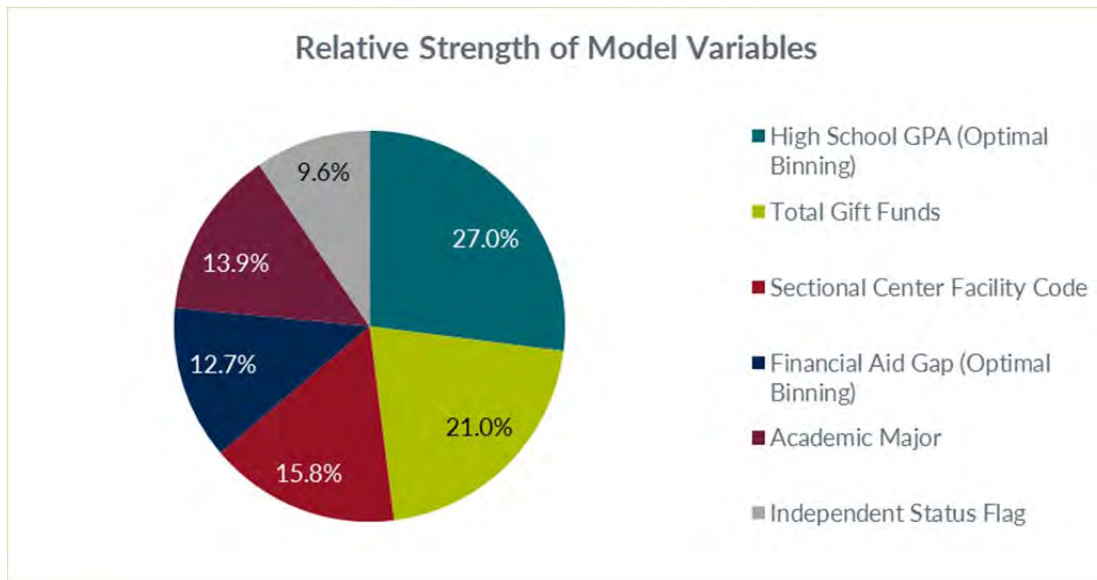
The RMS+ can be expected to assist with the following:

- Early identification of at-risk students new to NMHU, their risk factors, and their receptivity to assistance;
- Improve mid-year indicators (persistence, probation, hours earned, etc.);
- Improve retention and completion rates;
- Provide data-informed, formalized outreach to the incoming class;
- Helps shape recruit-back strategies (non-persisters);
- Provides institutional research a more thorough understanding of persisters and non-persisters;
- Provides the data needed to inform retention planning and resource allocation; and
- Provides tools to make advisors' time with students more effective.

Discussion was devoted to the approval of the SRP model that occurred during this visit and to implementation of the components of RMS+. Full implementation of RMS+ will allow NMHU to see desired increases in student success by timely targeting resources to those students who are most likely to benefit from them.

Fall 2016 Student Retention Predictor Models and Key Metrics

The following SRP model is the one approved by NMHU on August 9, 2016. The diagram below represents those variables that will determine the retention predictor score for NMHU fall 2016 incoming students. These scores will be available in the dashboard when NMHU has provided Ruffalo Noel Levitz with the scoring files for fall 2016 students (anticipated to be in this week and following census day in September). The model contains six variables and represents potential to be a very strong predictor of student retention for students who are first-time, full-time degree-seeking students at NMHU fall 2016.



The table below identifies the risk threshold and the number of students at risk for each variable in the historical file. Not only will each new student have a retention predictor score that measures their overall likelihood of persisting, but each will also be flagged as at-risk on any model variable for which their value is significantly low enough.

Model Variable	Risk Category	Risk Threshold	# of students at risk for this variable	Persistence Rate of at-risk students
High School GPA (Optimal Binning)	Academic Preparation	Categories with persistence rates below 45.9%	699	40.3%
Total Gift Funds	Financial Needs	Values below 2223.96	446	41.0%
Sectional Center Facility Code	Institutional	Categories with persistence rates below 48.8%	250	40.4%
Financial Aid Gap (Optimal Binning)	Financial Needs	Categories with persistence rates below 47.4%	147	32.7%
Academic Major	Educational Aspiration	Categories with persistence rates below 45.2%	319	32.9%
Independent Status Flag	Financial Needs	Values of 1	97	33.0%

Retention Visit Report

The table below indicates the distribution of students at-risk for cumulative risk factors. The highest persistence was found for students who have no risk factors, with a continuous persistence decline as the number of risk factors increase.

# of Risk Factors	Count	# Persist	Persistence Rate	Avg. Model Score
0	334	244	73.1%	0.71
1	533	303	56.8%	0.54
2	382	144	37.7%	0.39
3	168	44	26.2%	0.28
4	38	7	18.4%	0.17
5	1	0	0.0%	0.14

The model testing done in the development of this model suggests a high degree of predictive accuracy, which will be checked against model outcomes when the fall 2016 class has actually matriculated. These final outcomes are expected to provide NMHU additional confidence that the predictions made accurately forecast each student's retention potential. The results below from the historical data half that was held out and used to verify the model performance represent and confirm the logic of the model, as they illustrate a continuous and smooth progression of persistence as the model score increases.

Model Score	Percent Persisted	Percent Non-Persisted	Cum. Percent Persisted	Cum. Percent Non-Persisted	Count Persisted	Count Non-Persisted	Persistence Rate	Lift
0.00-0.09	0.0%	0.3%	0.0%	0.3%	0	1	0.0%	0.00
0.10-0.19	1.9%	7.0%	1.9%	7.3%	7	25	21.9%	0.43
0.20-0.29	9.9%	18.2%	11.8%	25.4%	37	65	36.3%	0.71
0.30-0.39	15.1%	22.3%	26.9%	47.8%	56	80	41.2%	0.81
0.40-0.49	12.1%	16.2%	39.0%	64.0%	45	58	43.7%	0.86
0.50-0.59	14.2%	11.7%	53.2%	75.7%	53	42	55.8%	1.09
0.60-0.69	21.5%	11.5%	74.7%	87.2%	80	41	66.1%	1.30
0.70-0.79	18.0%	10.1%	92.7%	97.2%	67	36	65.0%	1.28
0.80-0.89	6.2%	2.8%	98.9%	100.0%	23	10	69.7%	1.37
0.90-1.00	1.1%	0.0%	100.0%	100.0%	4	0	100.0%	1.96
Best Score Split: 0.47 (0.642, 0.606)			Total		372	358	51.0%	

Setting Specific Goals based on SRP Score Categories

Model Score	Persist	Non-Persist	% Persisted	% Non Persisted	Persistence Rate	Fall 2016 Count	Predicted Retention	Goal Increase %	Retention Goal	Fall 2017 Outcome
0.07-0.30	75	170	10.1%	23.8%	30.6%	0	0	0.0%	30.6%	0
0.31-0.51	216	317	29.1%	44.4%	40.5%	0	0	0.0%	40.5%	0
0.52-0.72	325	174	43.8%	24.4%	65.1%	0	0	0.0%	65.1%	0
0.73-0.94	126	53	17.0%	7.4%	70.4%	0	0	0.0%	70.4%	0

Once a scoring file has been submitted by NMHU, specific goals established in model score ranges will provide additional evidence that specific strategies to reach and influence the experience of new students are producing the desired results. The table above illustrates a 4-bin perspective, where the scoring counts will be entered, allowing for specific category goals to help NMHU personnel simulate the impact of various category goal increases on the total annual return rate. The historical persistence in the table reflects the four cohort years (2011-2014) of data submitted by NMHU.

RMS Plus Implementation Logistics

Because the RMS+ includes SRP scores for each student, allowing for the identification of students' likelihood of persistence, NMHU personnel will now have detailed, actionable data on each student. This will make it easier to connect with students earlier, on a more individual level, and help more of them complete their educational goals. The following statements summarize the initial approach for RMS+ implementation and are subject to "just in time" modifications.

College Student Inventory (CSI) Form B with 100 items will be used for all new full-time, degree-seeking students with the following campus questions added.

Yes or No Questions

- I have a relative that works at NMHU.
- I have family members who have graduated from NMHU.
- NMHU was in my top three choices to attend college.
- NMHU was my first college choice.
- The programs offered at NMHU influenced my decision to attend.
- The reputation of NMHU influenced my decision to attend.
- The quality of education at NMHU influenced my decision to attend.

Scale Questions

1-Strongly Disagree; 3-Disagree; 5-Agree; 7-Strongly Agree

- I plan to take advantage of Las Vegas community events.
- I plan on attending Arts @ HU events.
- I plan on attending the Cowboy Wilderness Experience @ Hermit's Peak event.
- I plan on attending NMHU outdoor recreation events.
- I plan on attending NMHU athletic events.

- I received good customer service at NMHU.
- I enjoyed the new student orientation provided by Student Academic Support.
- I am satisfied with the staff advisors within Student Academic Support.
- I am familiar with at least one faculty advisor within my area of interest.
- I plan on using services provided by the writing center in Douglas Hall.
- I plan on utilizing the support of the first-year experience learning communities peer mentors.
- I am familiar with the NMHU counseling services.
- I am familiar with the health center at NMHU.
- I plan on using the on-site library at NMHU.
- I plan on using the computer labs available on campus.
- I plan on using the on-site student support services provided by the ARMAS Center.
- I know how to access the HU CARES office and the services it provides.
- I plan on using net-tutor services.
- I am familiar with Desire to Learn (D2L).
- I plan to use the career services office in Felix Martinez Building and the services they provide.
- I plan on using the HU Outdoor Recreation Center.
- I plan on using the HU Fitness Center.
- I plan to use the HU Wellness Program.
- I plan on using the first-year experience learning communities (FYE-LC) study lounge in Felix Martinez Building.
- I plan on using the academic support learning center in Felix Martinez Building.
- I am familiar with degree audit.
- I routinely check my Highlands student email account.
- I plan on using the mobile phone app Ellucian-Go.
- I plan to use the on-site tutoring services provided by the language learning center in Douglas Hall.

Other Questions submitted to RNL for CSI Survey

- I am happy with my learning community placement.
- I like the idea of the first-year experience learning communities.
- I am looking forward to competing with my Hacienda in the first-year competitions.
- Knowing about the first-year experience learning communities and Haciendas influenced my decision to attend NMHU.
- I am certain about the major I have chosen.
- I feel I have already been able to develop at least one relationship with a NMHU faculty member.
- I feel I have already been able to develop at least one relationship with a NMHU staff member.
- I have long-time friends who are currently attending NMHU.

- I have already made new friends at NMHU.
- Meeting members of my Hacienda during new student orientation made me feel more comfortable in my transition to NMHU.
- Meeting the peer mentors during new student orientation made me feel more comfortable in my transition to NMHU.

NMHU expects to administer the CSI to all new students during orientation on Monday, August 15. Students who are not able to take it on these days will be asked to complete it during the first week of classes.

Interpretations, self-reflection, and specific actions to connect students with needed NMHU services will be encouraged by class assignments and individual interpretations that have not been finalized at the time of this report writing.

Administration will be set up with a link for students to reach the survey. It is possible that those not taking the survey at the August 15 orientation could be sent an email invitation to ensure the maximum participation.

Agreement not to provide the full student narrative immediately following administration is tentatively planned, as it is expected that effectiveness will be improved by distributing the initial reports during the interpretation segment.

The access limitations were reviewed briefly and Ruffalo Noel Levitz will help set these up to meet NMHU preferences as needed. It is anticipated that all users will be given access to the SRP scores and summary data they provide, provided they have participated in a RMS+ workshop.

There are five grouping field options discussed, which can be used for the convenience of those who will access the reports and for which Ruffalo Noel Levitz will assist in the setup as desired.

Additional customization options were also reviewed for the Retention Data Center and for the student report narrative. Up to 1,000 characters can be inserted in the first paragraph of each of the report categories of academic motivation, general coping, receptivity to support services, and miscellaneous.

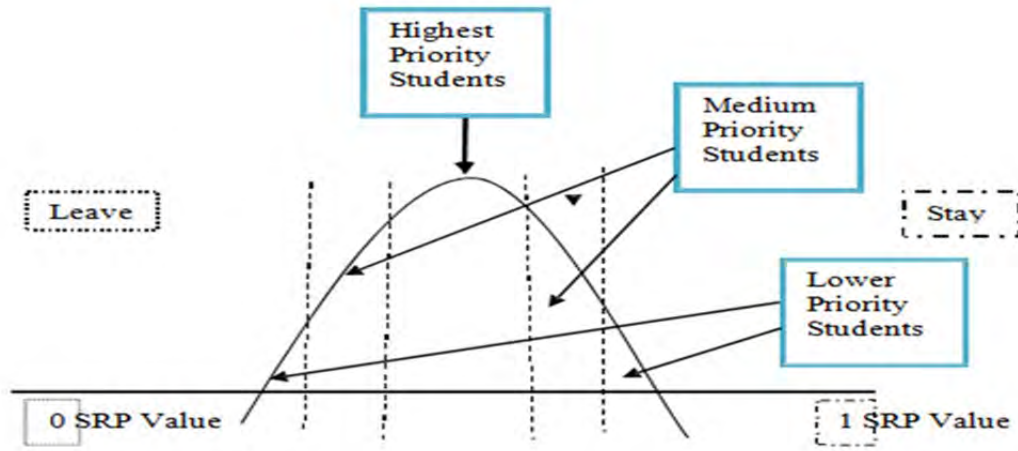
Follow-up for individual students who have high-need or receptivity to specific services may also be conducted by the departments offering the services and may include a distribution of outreach lists including:

- SRP priority scores
- High receptivity to intervention
- Academic assistance
- Personal counseling
- Career counseling
- Social enhancement
- Financial security

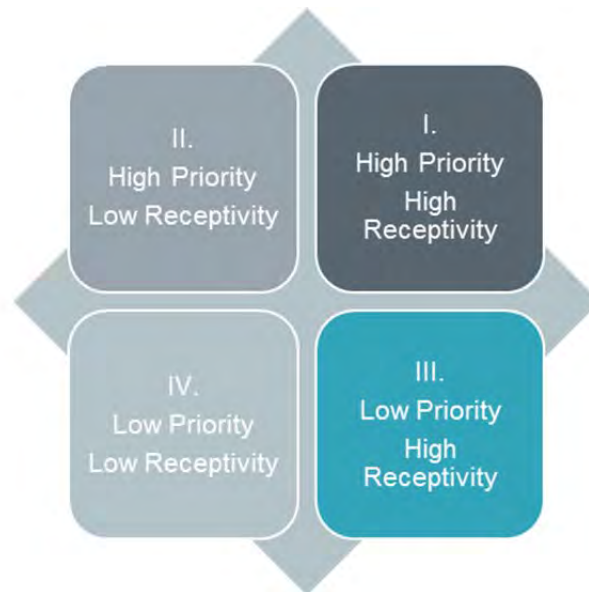
Evaluation to help determine the effectiveness of these implementations will be initiated and typically include formative measures such as increased supportive service participation, as well as summative outcome improvements in persistence rates and academic performance. The SRP category goals will be a helpful outcome measurement that is integrated into the RMS+ process.

The following normal distribution diagram illustrates which segments of the total populations should be targeted with each strategy level. Since the students in the tails of the normal distribution below are less

likely to be impacted by intervention strategies, the higher-priority students are those who fall under the middle portions of a normal distribution.



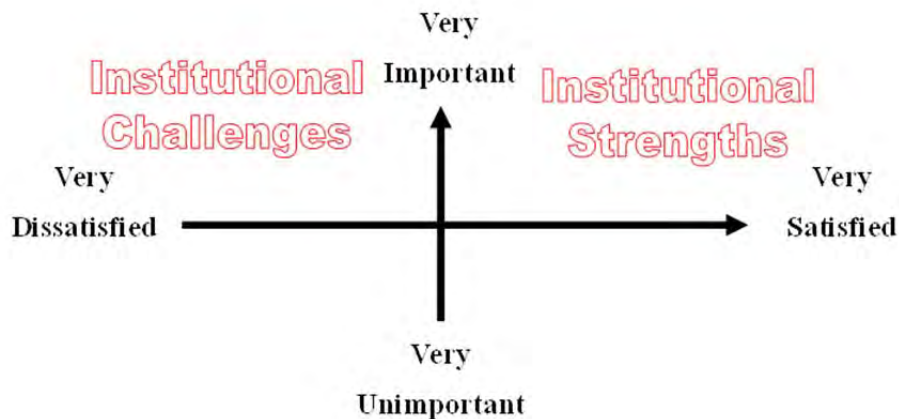
These higher-priority students can then be plotted into quadrants, which include their receptivity to intervention based upon their CSI percentiles. This is a construct that can be used to define and develop strategies most likely to produce an increase in student success given the finite limit of NMHU supportive services available at any given time.



SSI Implementation

The Student Satisfaction Inventory (SSI), which is part of the current collaboration between Ruffalo Noel Levitz and New Mexico Highlands University, will provide information from student perspectives to help inform the retention improvement priority discussions.

The SSI will allow planning participants to reflect upon and include the voices of important stake-holders in the selection of strategies most likely to improve NMHU performance outcomes. The following diagram illustrates how student perceptions of NMHU strengths (high priority and high satisfaction) and NMHU challenges (high importance and low satisfaction) will be organized for further planning retreat participant analysis.



The following bullets summarize the current plan for SSI implementation and initial utilization. These agreements are subject to “just in time” adjustments as circumstances dictate and will be further detailed in the interactions with Ruffalo Noel Levitz (Shannon Cook).

- Two related survey versions will be used to measure satisfaction. The Student Satisfaction Inventory (SSI) will be used for campus students and a modified version, the Adult Student Priority Survey (ASPS) more appropriate for adult students, will be used for students attending NMHU at the remote center campuses.
- The surveys will be launched by email invitation in October, with reminder emails going to non-respondents. The survey will be closed in time to provide the results for utilization in the planning retreat that is expected to be calendared for late October or early November.
- Promotion and incentives to encourage participation will be finalized, including incentive emails sent by Ruffalo Noel Levitz. Several incentive options were discussed, including competition for the best return rates, iPads, or multiple small-value gift cards (recommended). Ruffalo Noel Levitz can provide random selection of the winners if desired.
- Unlimited majors/programs can be included in the SSI to allow NMHU students to self-select their area of study.
- Addition internal comparisons based on any of the demographic items chosen by NMHU will also be provided upon request.
- Additional information will be provided by RNL’s Shannon Cook with next steps, such as loading information and sample email messages. Ruffalo Noel Levitz will do as much of this work for NMHU as desired and will provide unlimited remote support throughout to ensure a full and successful implementation.

Conclusion

In closing, I want to commend NMHU for efforts to improve the quality of student life and learning, fostering student success and satisfaction, and improving retention and completion rates. This first visit has established the basis for implementation of the RMS+. The next visit will include a comprehensive student retention assessment that will provide the basis for subsequent consensus agreements on the high-priority improvement strategies. A special thanks to you, Edward, for your exceptional leadership of this initiative and for the many courtesies extended to me during this visit. I would also like to thank Maria Sena for her expert assistance with the essential visit details including the list of names and titles of participants.

Appendices

- I. Schedule of Services
- II. Proposed agenda for September
- III. Presentation Slides

Appendix I: Proposed Schedule of Services

Retention Components	NMHU Contact	Proposed Calendar	Comments
Student Retention Predictor (SRP) 2016 Data Readiness	Edward Martinez	Completed July 6, 2016	Web meeting to prepare for transfer of data for SRP variable diagnostics and SRP model building
Retention visit 1: SRP model review and intervention planning; broad retention strategy identification	Edward Martinez	Completed August 8-9, 2016	Final review of SRP 2016 predictive model, training workshops and determination of CSI, Data Center and Student Satisfaction Inventory implementation details; overview partnership for faculty, staff, and leadership
Retention visit 2: Visit to identify salient enrollment improvement opportunities to be considered in a systematic program of improvement	Edward Martinez	Scheduled September 19-20, 2016	Focus groups and interviews with presentation of retention recommendations on the afternoon of the second day
Student Satisfaction Inventory (SSI)	Edward Martinez	October TBD, 2016	SSI administration details TBD by remote consultation with support of Ruffalo Noel Levitz (Shannon Cook) with on-campus interpretation by Dave Trites
Retention visit 3: Retention planning retreat using SSI data and variable diagnostics from SRP modeling process	Edward Martinez	November TBD, 2016	Information-informed consensus for vital few priorities, targets; retreat format with cross-functional participants
Retention visit 4: Retention plan development	Edward Martinez	December TBD, 2016	Plan priorities deployment to develop action steps required to deploy plan priorities and full integration with current NMHU strategic and retention plans
Retention visit 5: Retention plan finalization and final action plan deployment with measurement systems and a focus on deployment of consensus retention priorities	Edward Martinez	January TBD, 2017	Finalize retention plan, goals, strategies, action plans, and meet with executive council
Retention visit 6-12: Deployment and focus on consensus retention priorities as desired and authorized by NMHU	Edward Martinez	2017-2018	To be determined by progress and priorities

Appendix II: Proposed September 19-20, 2016 Agenda

Following are the proposed objectives and agenda for the retention assessment visit at New Mexico Highlands University. This agenda may be integrated into a joint-visit schedule with recruitment and SMART/ForecastPlus consultants dependent on data readiness for name buy and inquiry predictive modeling.

Objectives

- Accelerate the development of student success and retention improvements for student enrollment growth by conducting a thorough analysis of existing retention systems, processes, and activities.
- Identify practical recommendations for improving current retention strategies.
- Benchmark current retention programs, systems, and procedures against best practices and standards at similar universities.
- Identify a cohesive, customized framework for achieving retention goals.
- Provide an exit briefing presentation on retention.

Agenda

Day One: Monday, September 19, 2016

Time	Event	Participants
8:00 a.m.	Meet with project leaders to review agenda and project status (joint meeting with additional RNL consultants if feasible)	Dave Trites and others TBD
9:30 a.m.	Focus group of academic advisors/counselors or advising team	Dave Trites and others TBD
10:30 a.m.	Meet with mid-managers (Deans and Chairs)	Dave Trites and others TBD
12:00 p.m.	Lunch with student focus group (new and/or returning students)	Dave Trites and others TBD
1:30 p.m.	Meet with front-line staff (admissions, reception, admin assistants)	Dave Trites and others TBD
2:30 p.m.	Meeting with faculty leaders	Dave Trites and others TBD
3:30 p.m.	Focus group of student life, and activities/club staff	Dave Trites and others TBD
4:30 p.m.	Consultant departs campus	Dave Trites

Day Two: Tuesday, September 20, 2016

Time	Event	Participants
8:00 a.m.	Meet with project leaders (This could be a joint meeting with senior leaders and additional consultants if feasible)	Dave Trites and others TBD
9:00 a.m.	Meet with Retention team	Dave Trites and others TBD
10:30 a.m.	Focus group of remediation/learning readiness, developmental, and learning support staff	Dave Trites and others TBD
11:30 a.m.	Meet with the registrar, bursar, and financial aid director	Dave Trites and others TBD
12:30 p.m.	Preparation time for exit presentation	Dave Trites

Time	Event	Participants
1:30 p.m.	Exit briefing: Share observations and recommendations focused on the identification of strategic, innovative, and cost-effective directions for achieving recruitment and retention goals	Open to all participants or selected leaders (your option) (A projector and screen will be needed for this session)
2:30 p.m.	After-action discussion with project leaders	Dave Trites and others TBD
3:00 p.m.	Consultant departs campus	Dave Trites

Appendix III: Presentation Slides

- RMS+ workshop slides attached as separate file 1
- Concurrent session slides attached as separate file 2

New Mexico Highlands University

Strengthening Student Success and Retention Initiatives with the College Student Inventory and Student Retention Predictor Scores

Dr. David Trites
Senior Associate Consultant
August 8, 2016

RUFFALOTM
NOEL LEVITZ

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1

Ruffalo Noel Levitz

Today's agenda:

- 1 Introduction and Highlights
- 2 Early Alert and Intervention (Components of RMS+)
- 3 Making a Difference
- 4 Connecting Students with Key Service Areas
- 5 Questions

2

1

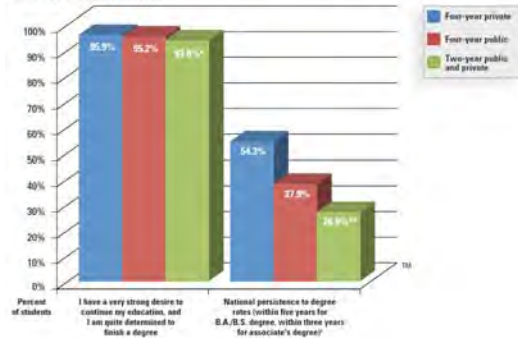
Introduction and Highlights

Student success and retention

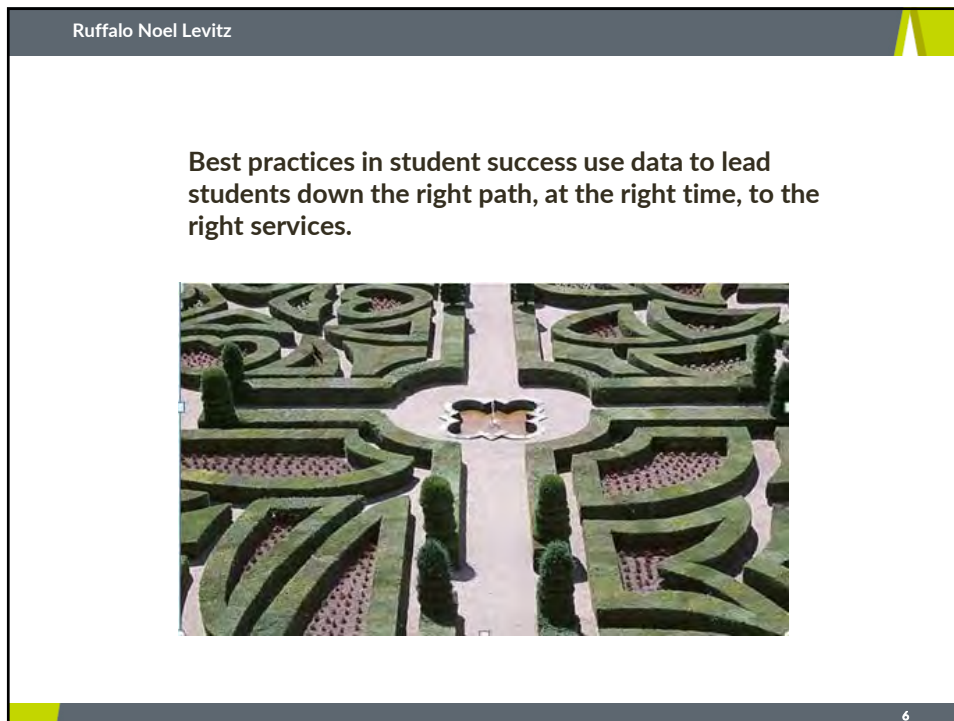
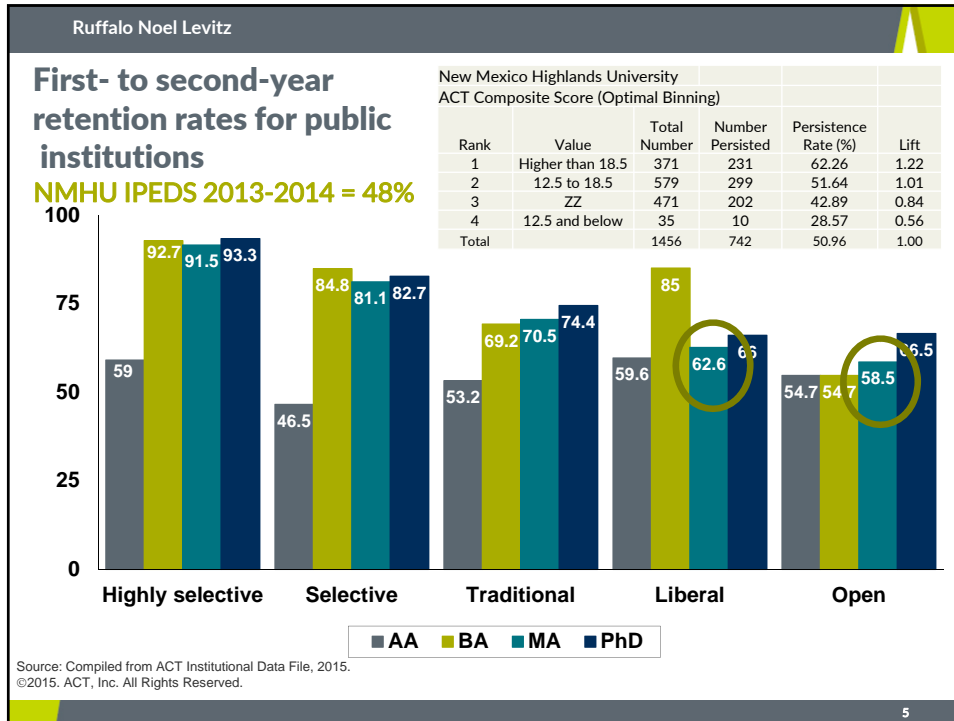
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These data indicate the challenge to sustain students' commitments and proactively address their barriers to college completion.

Desire of fall 2011 incoming freshmen to finish a degree vs. degree completion rates by institutional type



New Mexico Highlands University Dave Trites



Data-driven early alert and intervention strategies inform and focus student success initiatives by:



- Prioritizing **outreach** to students according to their needs and receptivity to assistance.
- Supporting **timely connections** to key service areas instrumental to their success:
 - Academic support
 - Personal counseling
 - Social enrichment
 - Financial guidance
 - Career counseling

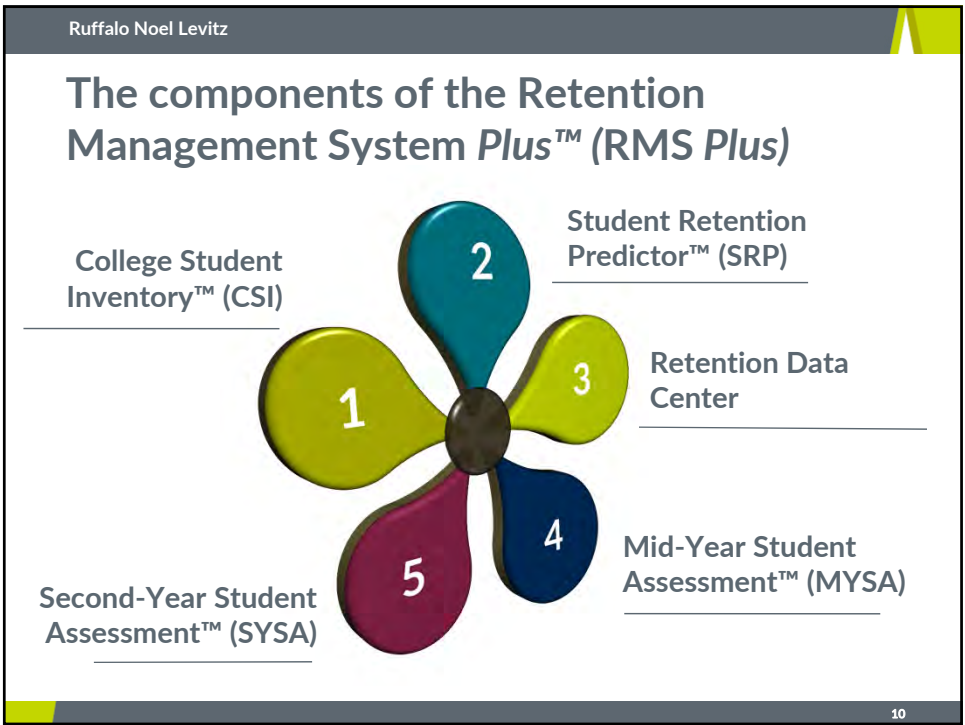
What we know...

- Most decisions to drop-out occur early
- Many at-risk students do not voluntarily seek out institutional support
- Many student problems are treatable if identified early
- Most students respond positively to direct contact wherein a problem is identified and resource of help is offered



2 Early alert and intervention

CSI, MYSA, and SYSA



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The components of the Retention Management System *Plus*

College Student Inventory™ (CSI)



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The College Student Inventory™ (CSI)

College Student Inventory Form A

WELCOME

Instructions: Items in this section measure a variety of attitudes toward college. Use the following rating scale to answer each item.

NOT AT ALL TRUE **RATING SCALE** COMPLETELY TRUE

1 2 3 4 5 6 7

If you agree completely with a statement, you should answer with a "7." A response that is fairly strong but not total is indicated by selecting a "5," while agreement that is fairly weak is indicated by a "3." Total disagreement is indicated by selecting "1."

In answering the items on study habits and teachers, you should draw primarily on your pre-college experiences.

Click on the radio button that corresponds to the option you have selected.

22 When I think about my career choice, I find that I have very little solid information to go on. 1 2 3 4 5 6 7

23 Most of my teachers have been very caring and dedicated. 1 2 3 4 5 6 7

24 Books have never gotten me very excited. 1 2 3 4 5 6 7

25 I study all of the assigned readings in my courses. 1 2 3 4 5 6 7

26 Enter a "2" for this item. 1 2 3 4 5 6 7

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Advisor/Counselor Report

A summary of each student's responses to the CSI and the Student Retention Predictor scores

College Student Inventory™ with the Student Retention Predictor™

Advisor/Counselor Report Student: A. Sample
Female, Age 18, (MDELMC_202871)
Chamberlain University (SUCC)
August 14, 2018

Instructions
This is a report of Student's model summary scores and College Student Inventory results. Please give her a thorough explanation of her Student Report. If you agree with the recommendations, kindly encourage her to follow them. When possible, try to make the assignments yourself as a way of making institutional learning. 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 Advisor's Guide™ for more details.

Model Summary		Notice	
SDP	0.26	Students may request that their report be removed from their file at any time.	
Avg Household	12345	Student Background Information	
Income	12345	High School Accomplish	
High School GPA	2.96	Senior Year GPA	
Major	Pre-Nursing	D Average	
No. of Years at	150	Family Background	
Appliances	Resident	Father's Education	
Residency Status	Resident	Mother's Education	
Motivational Assessment		Father's Education	
		State College	
Academic Motivation	70	College Experience	
Study Habits	70	Directions to Faculty	
Books and Materials	23	Degree Single	
Verbal and Writing Confidence	6	Plan to Work	
Math and Science Confidence	77	Many Minutes Before	
Desire to Finish College	88	11-20 Hours per Week	
Attitude Toward Education	88	Specific Recommendations for Student	
General Coping		The strength of each recommendation is indicated by its priority score @ 1.1 is low, 3.4 is 6.6 = medium, 6.7 to 10.0 = high.	
Social Skills	47	Get help with study habits	
Health Emotional Support	92	Get help in meeting new friends	
Optimism Tolerance	3	Get help with research skills	
Career Planning	47	Get help with writing skills	
Sense of Financial Security	93	Get information about clubs and social organizations	
Receptivity to Support Services		Get help with reading skills	
Academic Assistance	87	Get help in selecting an academic program	
Personal Counseling	49	Get advice from an experienced student	
Social Discomfort	79	Get information about student activities	
Career Counselor	45		
Trust in Guidance	20	Grouping Fields*	
Personal Values	Excellent	Adviser: John Adams	
		FYE Institute: Franklin Pierce	
		Advisor 2: James Buchanan	

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

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The scales comprising the College Student Inventory are described below.

For more detail, please download the CSI Form B Advisor's Guide.

Academic motivation:

These scales relate to the student's capacity to develop long-term goals and to practice the self-discipline that is necessary to maintain and achieve these goals.

Academic Motivation: Study Habits



DEFINITION: Study habits

Measures the student's willingness to make the sacrifices needed to achieve academic success. Focuses on *effort*, not interest in intellectual matters or the desire for a degree.

Sample item from CSI:

"I study hard for all my courses, even those I don't like."

Academic Motivation: Intellectual Interests



DEFINITION: Intellectual interests

Measures how much the student enjoys the actual learning process, not the extent to which the student is striving to attain high grades or to complete a degree. Measures the degree to which the student *enjoys* reading and discussing serious ideas.

Sample item from CSI:

"Over the years, books have broadened my horizons and stimulated my imagination."

Academic Motivation: Verbal and Writing Confidence



DEFINITION: Verbal and writing confidence

Measures the degree to which the student *feels* capable of doing well in courses that heavily emphasize reading, writing, and public speaking.

Sample item from CSI:

"I am capable of writing a very clear and well-organized paper."

Academic Motivation: Math and Science Confidence



DEFINITION: Math and science confidence
Measures the degree to which the student *feels* capable of doing well in math and science courses. Not intended as a substitute for aptitude assessment, but rather as an indicator of self-esteem relative to this type of task.

Sample item from CSI:
"Math has always been a challenge for me."

Academic Motivation: Desire to Finish College



DEFINITION: Desire to finish college
Measures the degree to which the student *values* a college education, the satisfactions of college life, and the long-term benefits of graduation. Identifies students who possess a keen interest in persisting, regardless of their prior level of achievement.

Sample item from CSI:
"I am strongly dedicated to finishing college—no matter what obstacles get in my way."

Academic Motivation: Attitude towards Educators



DEFINITION: Attitude towards educators
Measures the student's *attitudes* toward teachers and administrators in general, as acquired through their pre-college experiences.

Sample item from CSI:

"Most of my teachers have been very caring and dedicated."

General Coping:

These scales relate to the student's capacity to manage the non-academic aspects of college life that may interfere with his or her ability to be successful in college.

General Coping: Sociability

DEFINITION: Sociability

Measures the student's general *inclination* to join in social activities.

The relationship between sociability and academic outcomes can be complex:

- High sociability can be a positive force for a person with strong study habits.
- High sociability can be negative force for a person with poor study skills.



Sample item from CSI:

"I greatly enjoy getting together with a crowd of people and having fun."

General Coping: Family Emotional Support

DEFINITION: Family emotional support

Measures the student's satisfaction with the quality of communication, understanding, and respect that they have experienced in their family.

These factors can influence a student's ability to adapt to the stresses of college life.



Sample item from CSI:

"When I was a child, my parents usually understood me, respected my judgment, and treated me in ways that helped me grow."

General Coping: Opinion Tolerance

DEFINITION: Opinion tolerance

Measures the degree to which the student feels that he or she can accept people without regard to their political and social opinions.

Indicates whether a student will be able to tolerate the diversity of social backgrounds to which he or she is exposed at college.



Sample item from CSI:

"When I was a child, my parents usually understood me, respected my judgment, and treated me in ways that helped me grow."

General Coping: Career Closure

DEFINITION: Career closure

Measures the degree to which the student has defined a career goal and developed a firm commitment to it.

Career aspirations are oftentimes the central foundation upon which academic motivation is based.



Sample item from CSI:

"I have made a firm decision to enter a certain occupation and have begun planning my life around that decision."

General Coping: Sense of Financial Security

DEFINITION: Sense of financial security
Measures the extent to which the student feels secure about their financial situation, especially as it relates to their current and future college enrollment.
Not intended to measure the objective level of financial resources that the student has, only their feeling of being financially secure.

Sample item from CSI:
"I have the financial resources that I need to finish college."



Receptivity to Institutional Assistance:

These scales relate to the student's capacity to recognize his or her needs and accept appropriate support provided by your institution.



Receptivity to support services: Academic Assistance

DEFINITION: Receptivity to academic assistance

Measures the student's desire to receive course-specific tutoring or individual help with study habits, reading skills, examination skills, writing skills, or mathematics skills. Helps determine whether to encourage the student to seek academic assistance.

Sample item from CSI:

"I would like to receive some help in improving my study habits."



Receptivity to Support Services: Personal Counseling

DEFINITION: Receptivity to personal counseling


Measures the student's felt need for help with personal concerns.

Covers attitudes toward school, instructor problems, roommate problems, family problems, general tensions, problems relating to dating and friendship, and problems in controlling an unwanted habit.

Helps determine whether to encourage the student to seek counseling for motivational problems indicated elsewhere in the CSI.

Sample item from CSI:


"I would like to talk with a counselor about my general attitude toward school."



Receptivity to Support Services: Social Enrichment

DEFINITION: Receptivity to social enrichment
Measures the student's desire to meet other students and to participate in group activities.


Sample item from CSI:
"I would like to attend an informal gathering where I could meet some new friends."



Receptivity to Support Services: Career Counseling

DEFINITION: Receptivity to career counseling
Measures the student's desire for help in selecting a major or career. It is most useful in conjunction with the career closure scale.


Sample item from CSI:
"I would like some help selecting an occupation that is well suited to my interests and abilities."



Receptivity to Support Services: Financial Guidance

DEFINITION: Receptivity to financial guidance
Measures the student's interest in discussing ways to increase their financial resources for college.

Sample item from CSI:
"I would like to talk with someone about getting a loan to help me through school."



Miscellaneous: Internal Validity

DEFINITION: Internal validity
Measures the student's carefulness in completing the inventory. This is useful in identifying any students who might have responded randomly in order to finish quickly.

Sample item from CSI:
"Enter a '2' for this item."

The Student Report

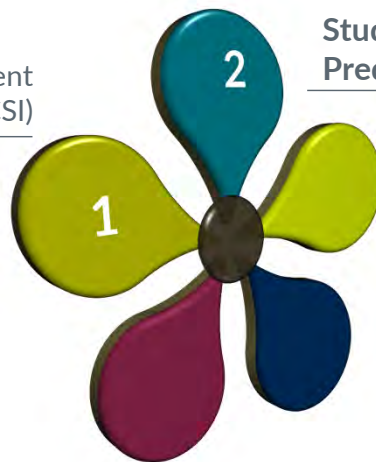
Consider the following questions:

- What are the student's major **strengths**?
- What are the **barriers** that the student must overcome to be successful?
- What **areas should be discussed** with the student?
- What **cautions** would I exercise in interviewing the student?
- What **recommendations** would I make to the student?

The components of the Retention Management System *Plus*[™] (RMS *Plus*)

College Student Inventory[™] (CSI)

Student Retention Predictor[™] (SRP)



New Mexico Highlands University

Dave Trites

Ruffalo Noel Levitz

Variable Diagnostic Tables

New Mexico Highlands University
High School GPA (Optimal Binning)

Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than 2.935	700	434	62.00	1.22
2	ZZ	57	26	45.61	0.90
3	2.935 and below	699	282	40.34	0.79
Total		1456	742	50.96	1.00

New Mexico Highlands University
Flag First Generation

Rank	Value Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	N Not first generation	684	352	51.46	1.01
2	Y First Generation status	610	309	50.66	0.99
3	ZZ Missing Values	162	81	50.00	0.98
Total		1456	742	50.96	1.00

Rank	Variable	Label	Logistic Regression	T-Test	Chi-Square	Strength
1	XOPT_R091	High School GPA (Optimal Binning)	0.608	0.0000	0.0000	
2	R091	High School GPA	0.622	0.0000	0.0000	
3	X0662	FAFSA Received	0.612	0.0000	0.0000	
4	X0015	High School GPA	0.603	0.0000	0.0000	
5	XOPT_R173	High School GPA (Optimal Binning)	0.593	0.0000	0.0000	
6	R173	High School GPA	0.601	0.0000	0.0000	
7	R173	High School GPA	0.597	0.0000	0.0000	
8	XOPT_R034	High School GPA (Optimal Binning)	0.592	0.0000	0.0000	
9	X0014	High School GPA	0.586	0.0000	0.0000	
10	X0263	FAFSA Received	0.582	0.0000	0.0000	
11	X0046	High School GPA	0.575	0.0000	0.0000	
12	X0237	FAFSA Received	0.580	0.0000	0.0000	
13	XOPT_R158	High School GPA (Optimal Binning)	0.572	0.0000	0.0000	
14	XOPT_R174	High School GPA (Optimal Binning)	0.574	0.0000	0.0000	
15	R158	High School GPA	0.585	0.0000	0.0000	
16	X0700	High School GPA	0.578	0.0000	0.0000	
17	XOPT_R101	High School GPA (Optimal Binning)	0.565	0.0000	0.0000	
18	X0063	FAFSA Received	0.566	0.0000	0.0000	
19	X0024	High School GPA	0.573	0.0000	0.0000	
20	XOPT_R103	High School GPA (Optimal Binning)	0.571	0.0000	0.0000	
21	XOPT_R156	High School GPA (Optimal Binning)	0.554	0.0000	0.0000	
22	XOPT_R102	High School GPA (Optimal Binning)	0.571	0.0000	0.0000	
23	X0640	High School GPA	0.565	0.0000	0.0000	
24	R106	ACT Composite Score	0.555	0.0002	0.0000	
25	F100	High School GPA	0.551	0.0000	0.0000	
26	R156	High School GPA	0.574	0.0043	0.0000	
27	X0721	High School GPA	0.558	0.0000	0.0000	
28	X0023	High School GPA	0.551	0.0000	0.0000	
29	X0515	FAFSA Received	0.551	0.0001	0.0000	
30	X0531	FAFSA Received	0.544	0.0002	0.0000	
31	XOPT_R104	High School GPA (Optimal Binning)	0.559	0.0017	0.0000	
32	R104	ACT Composite Score	0.546	0.0030	0.0000	
33	R101	ACT Composite Score	0.560	0.0001	0.0471	
34	XOPT_R234	High School GPA (Optimal Binning)	0.532	0.0002	0.0000	
35	R176	High School GPA	0.560	0.0002	0.0000	
36	XOPT_R461	High School GPA (Optimal Binning)	0.544	0.0004	0.0000	
37	XOPT_R042	High School GPA (Optimal Binning)	0.533	0.0000	0.0000	
38	XOPT_R541	High School GPA (Optimal Binning)	0.538	0.0011	0.0000	
39	R262	High School GPA	0.531	0.0004	0.0000	
40	F113	High School GPA	0.530	0.0002	0.0000	
41	XOPT_R233	High School GPA (Optimal Binning)	0.532	0.0004	0.0000	
42	X0013	High School GPA	0.532	0.0000	0.0448	
43	X0027	High School GPA	0.532	0.0047	0.0000	
44	R461	High School GPA	0.545	0.0245	0.0194	
45	X0514	High School GPA	0.532	0.0100	0.0099	
46	R100	High School GPA	0.571	0.2353	0.0000	
47	XOPT_R106	ACT Composite Score (Optimal Binning)	0.542	0.0000	0.1696	
48	XOPT_R261	High School GPA (Optimal Binning)	0.532	0.0000	0.0000	
49	R141	High School GPA	0.533	0.0019	0.0011	
50	R102	ACT Composite Score	0.536	0.0034	0.1676	
51	X0024	High School GPA	0.532	0.0223	0.1152	
52	XOPT_R019	High School GPA (Optimal Binning)	0.516	0.0017	0.0000	
53	X0211	High School GPA	0.526	0.0098	0.0948	
54	R234	High School GPA	0.528	0.0331	0.2116	
55	X0025	High School GPA	0.525	0.0231	0.2686	
56	R175	High School GPA	0.520	0.0065	0.2034	
57	R103	ACT Composite Score	0.512	0.0180	0.0029	
58	R112	High School GPA	0.513	0.0110	0.3849	

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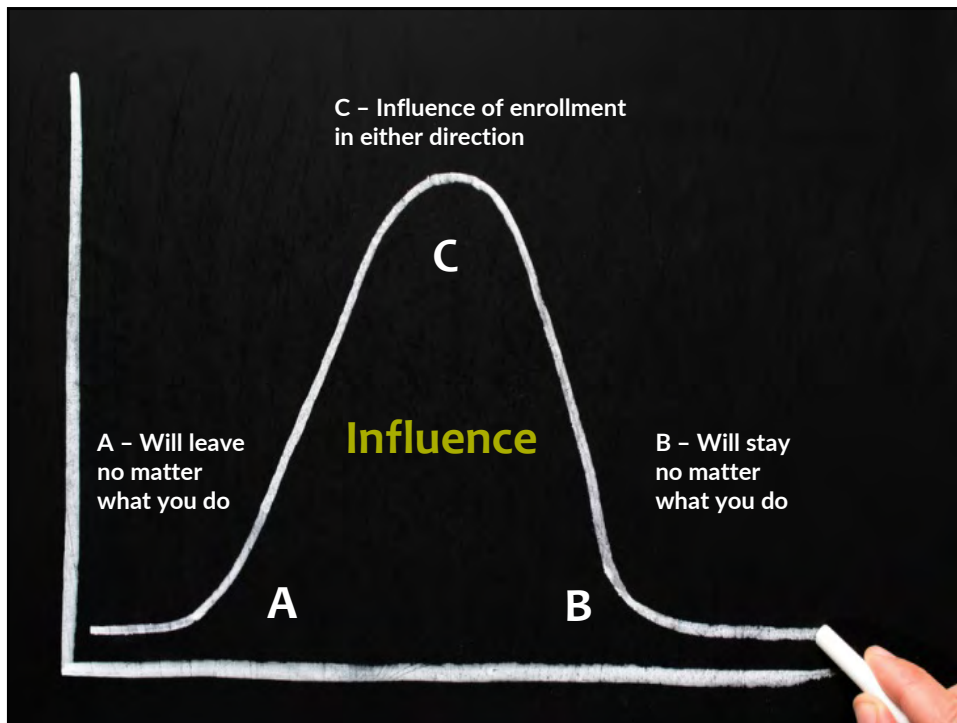
SRP16 Model Example

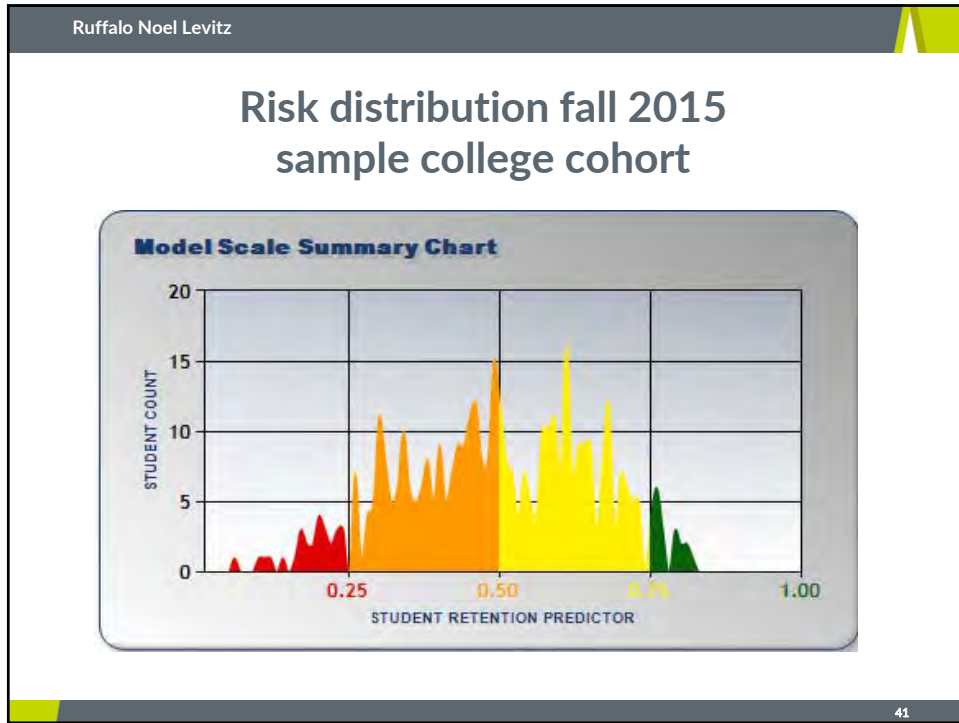
Relative Strength of Model Variables

Variable	Relative Strength (%)
High School GPA	39.6%
No. of Days as Admit (Optimal Binning)	22.9%
FAFSA Received Flag	20.8%
Percent of Need Met	16.6%

Your incoming students will be assigned a model score based on how likely they are to retain

Edward Martinez	1	Retained
Jennifer Mandabay	.99	Highly Likely
Alfonso Corona	.85	Highly Likely
Alex Wugner	.72	Likely
Bob Johnson	.68	Likely
Fransisca Munoz	.46	Somewhat Likely
Audrey Keppler	.41	Somewhat Likely
Brian Schuler	.21	Less Likely
Litichia White	.17	Less Likely
Dave Trites	0	Not Likely





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Cohort prioritization based upon risk distribution of 513 students

Retention Score	High Priority	Mid-Level Priority	Low-Level Priority
0-.25			35
.26-.35		61	
.36-.50	134		
.51-.65	140		
.66-.75		96	
.76-1.0	Receptivity to Assistance	Receptivity to Assistance	47

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Prioritization for advisor with 90 advisees

Retention Score	High Priority	Mid-Level Priority	Low-Level Priority
0-.25			5
.26-.35		12	
.36-.50	33		
.51-.65	19		
.66-.75		18	
.76-1.0	Receptivity to Assistance and Desire to Transfer	Receptivity to Assistance and Desire to Transfer	3

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First Year Seminar prioritization developed for a section of 20

Retention Score	High Priority	Mid-Level Priority	Low-Level Priority
0-.25			2
.26-.35		3	
.36-.50	5		
.51-.65	6		
.66-.75		2	
.76-1.0	Receptivity to Assistance and Desire to Transfer	Receptivity to Assistance and Desire to Transfer	2

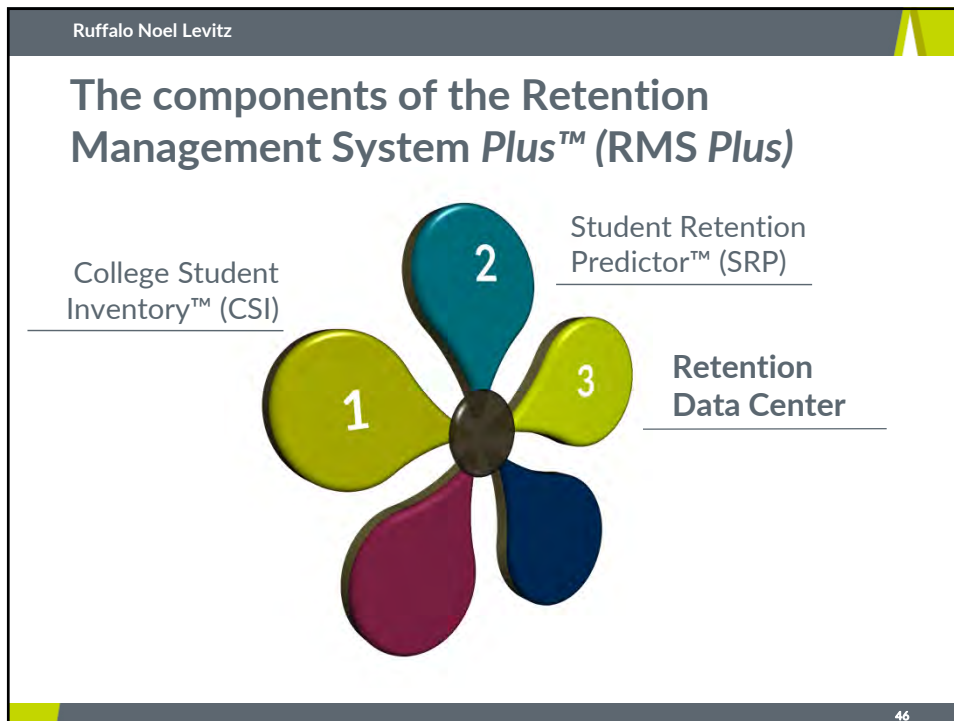
44

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Intervention plans/strategy development using prioritization

High Priority	Mid-Level Priority	Low-Level Priority
3 Advising and Degree Planning Contacts	3 Advising and Degree Planning Contacts	2 Advising and Registration Contacts
2 Career Services Contacts	1 Career Services Contact	Career Services Referral E-mail/Phone Team Contact
2 Student Affairs, Housing and Residence Life Contacts (counseling, events, clubs etc.)	1 Student Affairs, Housing and Residence Life Contacts (counseling, events, clubs etc.)	Student Affairs, Housing and Residence Life Outreach E-mail/Phone Team/ Events Contact
2 Academic Assistance Contacts	1 Academic Assistance Contacts	Academic Assistance Referral E-mail/Phone Team Contact
2 Financial Aid Counseling Contacts	1 Financial Aid Contact	Financial Aid Referral E-mail/Phone Team Contact

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The Retention Data Center

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

1

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

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The Retention Data Center

A dashboard adds ease and efficiency to the assessment and intervention process

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The Retention Data Center

Student ID	Legal Name	Survey Status	Custom Column 1	Custom Column 2	Custom Column 3	Custom Column 4	Custom Column 5	Gender	Dropdown
Student1	Sample 1	Completed						Female	⌵
Student10	Sample 10	Completed						Male	⌵
Student100	Sample 100	Completed						Female	⌵
Student1000	Sample 1000	Completed						Male	⌵
Student1001	Sample 1001	Completed						Male	⌵

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The components of the Retention Management System *Plus*[™] (RMS *Plus*)

- College Student Inventory[™] (CSI)
- Student Retention Predictor[™] (SRP)
- Retention Data Center
- Mid-Year Student Assessment[™] (MYSA)

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The Mid-Year Student Assessment™ (MYSA)

Mid-Year Student Assessment
Advisor/Counselor Report

MYSA Sample Report

James Doe
Main, NM
Sample College
March 2011, 2011

Instructions
This report details the changes in James's self-reported scores on the College Student Inventory (CSI) to assess the percentage of students who are likely to return to college. The percentage is based on the scores for the CSI. The Mid-Year Assessment shows how the scores compare to a large sample of college students from across the country. (April 2010). They indicate the percentage of students whose scores are equal to or better than those scores in this report. (In the absence of a Percentile Equivalent Assessment instrument, we report:)

Motivational Assessment	Percent Rank	Very Low	Very High	Student Information
Academic Motivation				Academic Information
Study Habits	11			Score: 4.0 (27%) B+ Average
Self-esteem	11			First Term Enrollment: A+ Average
Academic Interest	14			Right to Grad: Higher 20%
Self-esteem	14			College: Higher 20%
Verbal and Writing Confidence	14			Academic Ability *
Self-esteem	14			27% Completely Above Average (In The Top 20%)
Math and Science Confidence	14			30% Completely Above Average (In The Top 20%)
Self-esteem	14			Study Time Needed
Desire to Finish College	18			Students: More Than Expected
Self-esteem	18			Work Plans
Attitude Toward Education	18			27% 1-10 hours
Self-esteem	18			30% 1-10 hours (work)
General Coping	18			Degree Plans
Sociability	18			27% Bachelor's
Family Emotional Support	18			30% Bachelor's
Self-esteem	18			College Plans *
Optimism/Tolerance	18			30% Complete Degree Plan
Self-esteem	18			Family Background *
Career Choice	18			Student's Degree: Master's Degree
Self-esteem	18			Student's Education: Master's Degree
Sense of Financial Security	18			Parent's Education: Master's Degree
Self-esteem	18			

* Not Displayed on Under Report

Part of the Retention Management System Plus™ from Noel Levitz

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- Updates students' CSI profile
 - Motivation
 - Receptivity
 - Demographics
- Assesses students' satisfaction
- Identifies students' enrollment plans for next term

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The components of the Retention Management System Plus™ (RMS Plus)

College Student Inventory™ (CSI)

Student Retention Predictor™ (SRP)

Retention Data Center

Mid-Year Student Assessment™ (MYSA)

Second-Year Student Assessment™ (SYSA)

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Second-Year Student Assessment™

An effective means to strengthen college completion initiatives

- Reduce their invisibility
 - Second-year programming
 - General education course sequences on a cohort model
- Sense of community in the classroom
- Advising that connects them to their future
 - Career planning
 - Possible selves



Helpful background information

Marie's Background Information

Current Grade Point Average
2.5 – 3.49

Study Plans
About the Same as Last Year

Selection of a Major
Selected a Major - Thinking About Changing It

Work Plans
11-20 Hours per Week

Degree Plans
4-Year College Degree (Bachelor's)

College Plans
Complete Degree Program at This College/University

Ethnicity
White/Caucasian

Current Enrollment Status
Transferred From a Community College

College Credits Earned Here and at Other Institutions
31 – 45 Credits

Classes at Other Institutions This Term
Two Classes



Marie's Background Information		Institutional Impressions																													
<p>Current Grade Point Average 2.5 – 3.49</p> <p>Study Plans About the Same as Last Year</p> <p>Selection of a Major Selected a Major - Thinking About Changing It</p> <p>Work Plans 11-20 Hours per Week</p> <p>Degree Plans 4-Year College Degree (Bachelor's)</p> <p>College Plans Complete Degree Program at This College/University</p> <p>Ethnicity White/Caucasian</p> <p>Current Enrollment Status Transferred From a Community College</p> <p>College Credits Earned Here and at Other Institutions 31 – 45 Credits</p> <p>Classes at Other Institutions This Term Two Classes</p>		<p>Level of satisfaction with each of the areas below. Each item is ranked by its satisfaction score (1 = low, 7 = high)</p> <table border="1"> <thead> <tr> <th>Area</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>Victory of options available here</td><td>7</td></tr> <tr><td>Victory of courses available in my (desired) major</td><td>7</td></tr> <tr><td>Depth of academic challenge in my chosen here</td><td>7</td></tr> <tr><td>My overall experience as a student at this institution</td><td>6</td></tr> <tr><td>Frequency of connections with my instructors</td><td>5</td></tr> <tr><td>Frequency of communication with academic advisor</td><td>4</td></tr> <tr><td>Opportunities: events and activities related to my major</td><td>4</td></tr> <tr><td>Availability of service learning, internships, etc.</td><td>4</td></tr> <tr><td>Adequacy of financial resources available to me</td><td>4</td></tr> <tr><td>Leadership opportunities in student government/other</td><td>4</td></tr> <tr><td>Level of satisfaction with other students</td><td>4</td></tr> <tr><td>Sense of belonging to the college community</td><td>4</td></tr> <tr><td>Social life (both in and off campus)</td><td>2</td></tr> </tbody> </table>		Area	Score	Victory of options available here	7	Victory of courses available in my (desired) major	7	Depth of academic challenge in my chosen here	7	My overall experience as a student at this institution	6	Frequency of connections 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 resources available to me	4	Leadership opportunities in student government/other	4	Level of satisfaction with other students	4	Sense of belonging to the college community	4	Social life (both in and off campus)	2
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Sense of belonging to the college community	4																														
Social life (both in and off campus)	2																														
<p>Needs and Interests Marie's necessity for assistance in each area below:</p>		<p>Received assistance last year</p> <p>Wants to receive assistance this year</p> <p>Potential sources of assistance</p>																													
<p>Academic Assistance Get help with study skills (time management, exam skills), find notes in use or some of my courses.</p>		<p>No</p>	<p>Yes</p> <p>Talk with your instructors or your advisor about having study services available at your institution.</p>																												
<p>Advising Select an academic program or major; Prepare a course academic plan for graduation; Figure out impact of my grades on my desired major; Discuss transfer questions and issues.</p>		<p>No</p>	<p>Yes</p> <p>Talk with your advisor or an instructor to meet you with questions about your major, plans, grades, or transfer.</p>																												
<p>Career Planning Find ways to balance the demands of school with work; Explore advantages or disadvantages of any career choice; Identify work experiences or internships related to major.</p>		<p>No</p>	<p>Yes</p> <p>Visit your career services office to explore career options and work experiences that are right for you.</p>																												
<p>Financials Find ways to balance the demands of school with work; Discuss options for financing my education; Manage personal finances (rent, work, and credit cards).</p>		<p>No</p>	<p>Yes</p> <p>Visit your financial aid office to get information about services available to assist you in use or some of these areas.</p>																												
<p>Personal Support Discuss difficulties in personal relationships or social life; Receive help with family issues that are disrupting me; Find ways to deal with emotional concerns hindering me.</p>		<p>No</p>	<p>Yes</p> <p>The office of student affairs can direct you to services in these areas.</p>																												

What are the elements of the Second-Year Student Assessment?

68 items distributed across five sections

- Student Information (10)
- Motivation Assessment (27)
- Receptivity to Assistance (15)
- Institutional Impressions (13)
- Internal Validity and Authorization (3)



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Ten demographic variables

1. Work
2. GPA
3. Ethnicity
4. Current enrollment
5. Credits earned
6. Dual enrollment here/other institutions
7. Study plans
8. Major status
9. Degree sought
10. College/program - completion plans



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Motivation assessment scales

Academic Motivation

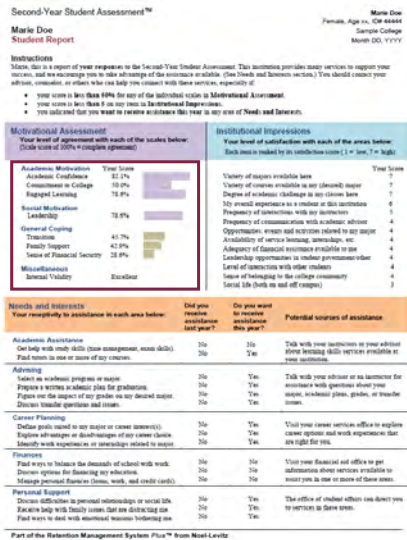
- Academic Confidence
- Commitment to College
- Engaged Learning

Social Motivation

- Leadership

Coping

- Transition
- Family Support
- Financial Security



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Advisor/Counselor Report



Student scale score	Student item scores (1-7)
82.1%	5.0
	7.0
	6.0
	5.0
50.0%	3.0
	5.0
	2.0
	4.0

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Information about students' Receptivity to Assistance, to connect them to key services

Second-Year Student Assessment™

Marie Doe
Student Report

Female, Age 21, CW 4444
Laramie, Wyoming
Month 03, YYYY

Instructions
Main: This is a report of your responses to the Second-Year Student Assessment. This assessment provides many services to support your success, and we encourage you to take advantage of the resources available. (See Tools and Services 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 4 if any item in Institutional Impressions.
- you indicated that you want to receive assistance this year in any area of Needs and Interests.

Motivational Assessment		Institutional Impressions	
Your level of agreement with each of the scales below. (Scale score of 100% = complete agreement)		Your level of satisfaction with each of the areas below. (Each item is rated by its satisfaction score (1 = low, 7 = high))	
Academic Motivation	78.0%	Variety of majors available here	7
Academic Confidence	82.1%	Variety of courses available in your desired major	7
Commitment to College	75.0%	Degree of academic challenge in your chosen field	6
Engaged Learning	75.0%	My overall experience as a student at this institution	6
Social Motivation	78.0%	Frequency of interactions with my instructors	6
Learning	78.0%	Frequency of communications with academic advisor	4
General Coping	41.7%	Opportunity to learn and to learn related to my major	4
Transfer	41.7%	Availability of service learning, internships, etc.	4
Family Support	33.0%	Adequacy of financial resources available to me	4
Sense of Belonging/Security	33.0%	Leadership opportunities in student government/leader	4
Miscellaneous	Excluded	Level of interaction with other students	4
Overall Validity	Excluded	Sense of belonging in the college community	4
		Social life (think on and off campus)	3

Needs and Interests	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, note taking) Find places to live or work on or off campus	No No	No Yes	Talk with your instructors or your advisor about learning skills services available at your institution.
Advising Learn an academic program or major Prepare a resume/cover letter for the job market Figure out the impact of my grades on my desired major Discuss transfer options and issues	No No No No	Yes Yes Yes Yes	Talk with your advisor or an instructor for assistance with questions about your major, academic plans, grades, or transfer issues.
Career Planning Define goals related to my major or career interests Explore advantages or disadvantages of my career choice Identify work opportunities or internships related to major	No No No	Yes Yes Yes	Visit your career services office to explore career options and work experiences that are right for you.
Financial Find ways to finance the demands of school/work costs Discuss options for financing my education Manage personal finances (classes, work, and credit cards)	No No No	Yes Yes Yes	Visit your financial aid office to get information about services available to assist you in one or more of these areas.
Personal Support Discuss difficulties in personal relationships or social life Receive help with health issues (and how to manage them) Find ways to deal with emotional/academic/learning issues	No No No	Yes Yes Yes	The office of student affairs can direct you to services in these areas.

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

- Reviewing services that students received last year
- Connecting with students who want to receive assistance this year, in these specific areas:
 - Academic assistance
 - Advising
 - Career counseling
 - Financial guidance
 - Personal support and counseling

Ruffalo Noel Levitz

Customizing the receptivity text helps to connect them with your key services that make the difference in their success!

Second-Year Student Assessment™

Marie Doe
Student Report

Female, Age 21, CW 4444
Laramie, Wyoming
Month 03, YYYY

Instructions
Main: This is a report of your responses to the Second-Year Student Assessment. This assessment provides many services to support your success, and we encourage you to take advantage of the resources available. (See Tools and Services 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 4 if any item in Institutional Impressions.
- you indicated that you want to receive assistance this year in any area of Needs and Interests.

Motivational Assessment		Institutional Impressions	
Your level of agreement with each of the scales below. (Scale score of 100% = complete agreement)		Your level of satisfaction with each of the areas below. (Each item is rated by its satisfaction score (1 = low, 7 = high))	
Academic Motivation	78.0%	Variety of majors available here	7
Academic Confidence	82.1%	Variety of courses available in your desired major	7
Commitment to College	75.0%	Degree of academic challenge in your chosen field	6
Engaged Learning	75.0%	My overall experience as a student at this institution	6
Social Motivation	78.0%	Frequency of interactions with my instructors	6
Learning	78.0%	Frequency of communications with academic advisor	4
General Coping	41.7%	Opportunity to learn and to learn related to my major	4
Transfer	41.7%	Availability of service learning, internships, etc.	4
Family Support	33.0%	Adequacy of financial resources available to me	4
Sense of Belonging/Security	33.0%	Leadership opportunities in student government/leader	4
Miscellaneous	Excluded	Level of interaction with other students	4
Overall Validity	Excluded	Sense of belonging in the college community	4
		Social life (think on and off campus)	3

Needs and Interests	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, note taking) Find places to live or work on or off campus	No No	No Yes	Talk with your instructors or your advisor about learning skills services available at your institution.
Advising Learn an academic program or major Prepare a resume/cover letter for the job market Figure out the impact of my grades on my desired major Discuss transfer options and issues	No No No No	Yes Yes Yes Yes	Talk with your advisor or an instructor for assistance with questions about your major, academic plans, grades, or transfer issues.
Career Planning Define goals related to my major or career interests Explore advantages or disadvantages of my career choice Identify work opportunities or internships related to major	No No No	Yes Yes Yes	Visit your career services office to explore career options and work experiences that are right for you.
Financial Find ways to finance the demands of school/work costs Discuss options for financing my education Manage personal finances (classes, work, and credit cards)	No No No	Yes Yes Yes	Visit your financial aid office to get information about services available to assist you in one or more of these areas.
Personal Support Discuss difficulties in personal relationships or social life Receive help with health issues (and how to manage them) Find ways to deal with emotional/academic/learning issues	No No No	Yes Yes Yes	The office of student affairs can direct you to services in these areas.

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

Potential sources of assistance
Talk with your instructors or your advisor about learning skills services available at your institution.
Talk with your advisor or an instructor for assistance with questions about your major, academic plans, grades, or transfer issues.
Visit your career services office to explore career options and work experiences that are right for you.
Visit your financial aid office to get information about services available to assist you in one or more of these areas.
The office of student affairs can direct you to services in these areas.

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Institutional Impressions

- Interactions with instructors, academic advisors, and other students
- Variety of majors, course availability, and academic challenge
- Availability of opportunities and activities related to major and career interests

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

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Second-Year Student Assessment™
Summary and Planning Report for Sample College
Completion Date: MM/DD/YYYY to MM/DD/YYYY

Section B

Campus Results				Student Academics	National Comparison Group Results			
Scale score	Item means: 1-7 score range	Responses: 1-4 score range	Responses: 5-7 score range	Academic Motivation Students' level of agreement with each of the scales and items below: (Scale score of 100% = complete agreement; for items, 1=low, 7=high)	Scale score	Item means: 1-7 score range	Responses: 1-4 score range	Responses: 5-7 score range
76.1%		21.6%	78.3%	Academic Confidence	77.8%		19.9%	80.1%
	5.3	20.7%	79.2%	I have a good memory of the information that my instructors present in class.		5.4	20.1%	79.9%
	5.2	24.8%	75.1%	I am good at figuring out what material is most important for an exam.		5.3	22.6%	77.4%
	5.6	13.7%	86.2%	I am able to grasp complicated ideas.		5.7	13.1%	86.9%
	5.2	27.3%	72.7%	During an exam, I am able to concentrate and keep my thoughts well organized.		5.3	23.6%	76.1%
76.4%		22.0%	77.9%	Engaged Learning	77.5%		20.0%	79.1%
	5.2	28.7%	71.2%	I feel engaged by the ideas I'm learning in most of my classes.		5.3	25.5%	74.5%
	5.5	16.7%	83.2%	I feel as though I'm learning things in my classes that are worthwhile to me as a person.		5.6	16.0%	84.0%
	5.4	20.0%	79.9%	I find myself thinking about what I'm learning in class even when I'm not in class.		5.4	21.4%	78.6%
	5.3	22.80%	77.1%	I can usually find ways of applying what I'm learning in class to something else in my life.		5.4	20.7%	79.2%
	Received assistance last year	Want assistance this year	Increase/Decrease in receptivity	Student Needs and Interests Students' receptivity to assistance in each area below:	Received assistance last year	Want assistance this year	Increase/Decrease in receptivity	
	✓	✓		Academic Assistance	✓	✓		
	29.7%	49.2%	19.2%	Get help with study skills (time management, exam skills, etc.)	31.7%	42.5%	11.2%	
	35.6%	56.4%	20.8%	Find tutors in one or more of my courses	32.5%	49.2%	16.7%	
	Item means: 1-7 score range	Responses: 1-4 score range	Responses: 5-7 score range	Institutional Impressions Students' level of satisfaction with each of the areas below: Each item is ranked by its satisfaction score (1=low, 7=high)	Item means: 1-7 score range	Responses: 1-4 score range	Responses: 5-7 score range	
	4.7	40.0%	60.0%	Frequency of interaction with my instructors	5.1	29.3%	70.7%	
	4.0	57.7%	42.3%	Level of communication with academic advisor	4.5	45.8%	54.2%	
	5.3	24.6%	75.4%	Variety of majors available here	5.4	23.4%	76.6%	
	5.2	28.0%	71.4%	Variety of courses available in my (desired) major	5.3	25.4%	74.6%	
	5.4	32.0%	68.0%	Degree of academic challenge in my classes here	5.6	18.4%	81.6%	
	4.4	49.6%	50.4%	Opportunities to get involved in activities and events associated with my desired major	4.9	38.8%	61.2%	

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Case study: Review of a Second-Year Student Assessment report

Marie Doe
Student Report

Key Takeaways:


- Your score is less than 80% for one of the individual scales in Mathematical Assessment.
- Your score is less than 70 on one of the Behavioral Impression scales.
- You indicated that you want to explore a degree that is not one of the school's degrees.

Metacognitive Assessments	
Your level of agreement with each of the items below (from 1 = I strongly disagree to 4 = I strongly agree)	Your Score
Academic Motivation	3.0
Academic Confidence	3.0
Commitment to College	2.75
Integrated Learning	2.75
Metacognitive Leadership	2.75
General Learning Strategies	2.75
Faculty Support	2.75
Perception of Faculty Effectiveness	2.75
Time Management	2.75
Research Interest	2.75

Mathematical Impressions	
Your level of confidence with each of the areas below (each item is rated by respondents on a 7-point scale)	Your Score
Ability to apply knowledge	3.0
Depth of knowledge	3.0
Ability to solve problems	3.0
Ability to work with others	3.0
Ability to communicate	3.0
Ability to learn	3.0
Ability to apply knowledge	3.0
Ability to solve problems	3.0
Ability to work with others	3.0
Ability to communicate	3.0
Ability to learn	3.0

Needs and Interests			
Your response to each item below (from 1 = I strongly disagree to 4 = I strongly agree)	Potential courses of assistance		
Academic Performance	3.0	Yes	Talk with your advisor or meet with an advisor to discuss your progress and needs.
Financial Situation	3.0	Yes	Apply for financial aid or discuss your financial situation with your advisor.
Time Management	3.0	Yes	Work with your advisor on time management strategies.
Study Habits	3.0	Yes	Review your study habits with your advisor.
Health and Wellness	3.0	Yes	Consider counseling services for stress management.
Career Planning	3.0	Yes	Discuss your career interests with your advisor.

Marie Doe



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The Student Report

Consider the following questions:

- What are the student's major **strengths**?
- What are the **barriers** that the student must overcome to be successful?
- What **areas should be discussed** with the student?
- What **cautions** would I exercise in interviewing the student?
- What **recommendations** would I make to the student?

3

Making a difference

Conversations, worksheets, and referrals

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Your critical roles with students

- **As** a trusted student advocate.
- **As** a valuable resource for campus information, policy, and services.
- **As** a knowledgeable source for referrals.
- **Not as** a psychological counselor, unless one has the appropriate training.



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Guidelines when meeting with students about their Student Report

- Establish rapport.
- Briefly discuss educational background and motivation.
- Begin with identifying strengths.
- Identify areas of concern.
- Encourage student to use strengths to overcome any barriers to success.
- Look at overall profile and summarize.
- Discuss specific recommendations.
- Get commitment from student to take action (if needed).
- Make referral to service area(s).
- Schedule next meeting.

The Advisor and Student Conference

A conversation that facilitates growth

Make use of the practical CSI Resource Guide and CSI Advisor's Guide to prepare for your conferences with students:

- Student development conversation starters
- Strength-based conversation starters
- www.noellelitz.com/CSlvideo
- The Integration and Action Plan Worksheet
- The Individual Game Plan for Success
- Definitions of scales
- Advising practices
- Use of the Retention Data Center

The Retention Success e-journal and webinars include best practices from student success professionals.

“Conversation Starters” suggest ways to engage students in discussions that help them reach their goals

Strength-Based Advising Focus

By Lana Lov, Ph.D.

Instructions: These questions are designed for advisors who want to use a strength-based approach to guide the student interview. Questions 1-3 focus on the strengths the student brings to the interview, based on his/her responses to the CSJ items. Question 4 focuses on how to get students to capitalize on their strengths as they engage in their college experience. Generally it is not necessary to ask all questions. Also, feel free to add your own questions.

Academic Motivation

Study Habits

1. How did you study when you were in high school?
2. How did you develop an approach to studying that worked for you?
3. Can you share some examples of how this approach has helped you keep up with your studies?
4. How will you adapt this approach to help you study effectively in college?

Intellectual Interests

1. What type of reading do you enjoy most?
2. What is your earliest memory of a captivating book?
3. Has the Internet increased your interest in seeking out new information? If so, how?
4. How will your interest in reading and “inquiring mind” benefit you in college?

Verbal Confidence

1. What is your favorite way of writing (poetry, essays, journalism) and do you use different styles for different purposes?
2. What type of feedback have you received from your teachers regarding your writing?
3. Who influenced you most in developing your writing skills?
4. How will you use these skills to your advantage in college?

Math/Science Confidence

1. What were your favorite math and science classes in high school?
2. How did you develop an interest in these subjects?
3. Which of these areas (science and/or math) will you continue to pursue?

Developing Individual Game Plans for Success

By Jane Bishop, PhD

A. Identify two of your strengths from your student report.

B. Identify two things you would like to improve upon based on your student report.

C. List contact information regarding obtaining assistance with areas in which you would like to grow.

D. List three strategies and how you plan to implement them, in order to make the first year at this college successful.

1.

2.

3.

Worksheets such as the “Individual Games Plan for Success” help students to analyze and reflect upon their attitudes toward college, identify resources, and develop strategies for success

4 Connecting students with key service areas

Timely and relevant referrals

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Facilitating referrals to key resources:



- What is available?
- How do referrals happen now?
- What opportunities are there to improve this process?
- Discuss ideas/examples.

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How might you strengthen referrals to key service areas, and your tracking of the use of these services (to demonstrate their effectiveness)?

EXAMPLES OF SPECIFIC RECOMMENDATIONS (0=Low; 10=High)	Referral Office	Contact	Office Hours
Get help with exam skills, 7.57			
Get help with study habits, 7.15			
Discuss the qualifications for occupations, 6.83			
Discuss job market for college graduates, 6.50			
Get help in obtaining a loan, 6.15			
Discuss attitude toward school with a counselor, 5.79			

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5 Questions and Discussion



**Thank you for your
participation!**

David Trites,
Senior Associate Consultant
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New Mexico Highlands University

Enrollment Management: Partnership Components

Dr. David Trites
Senior Associate Consultant

August 8, 2016



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2

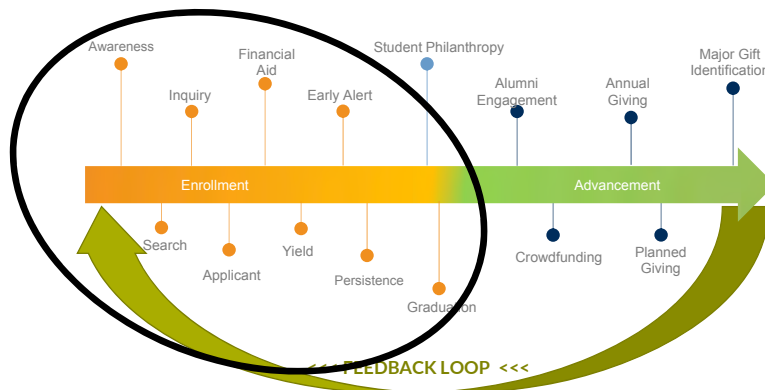
OUR MISSION

To provide strategic enrollment and fundraising solutions that support and guide our partner organizations to advance relationships, achieve their goals, and fulfill their missions

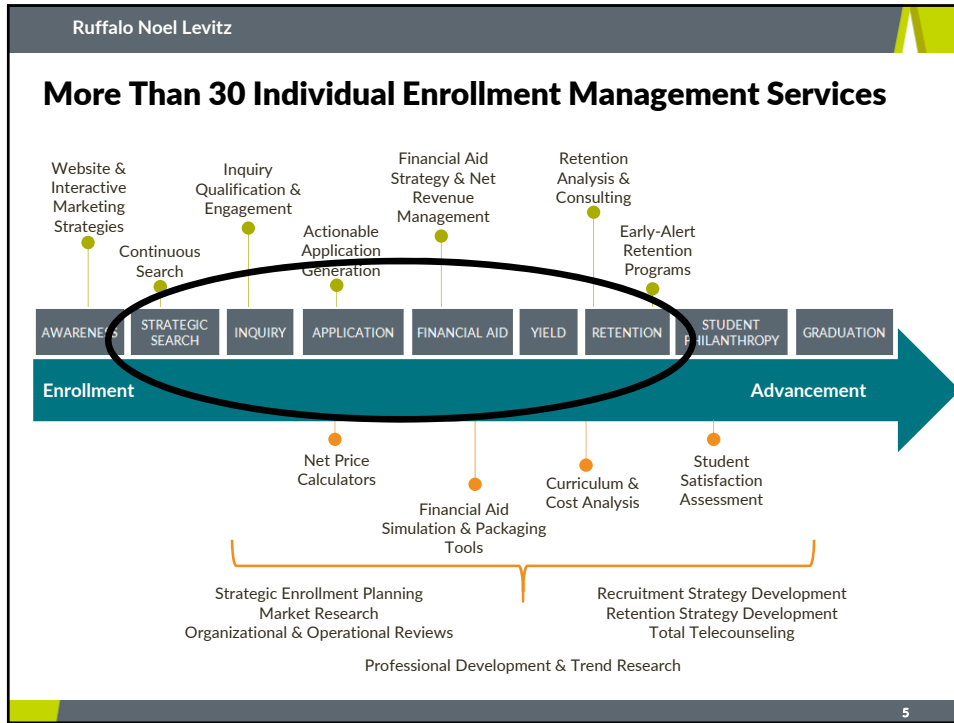
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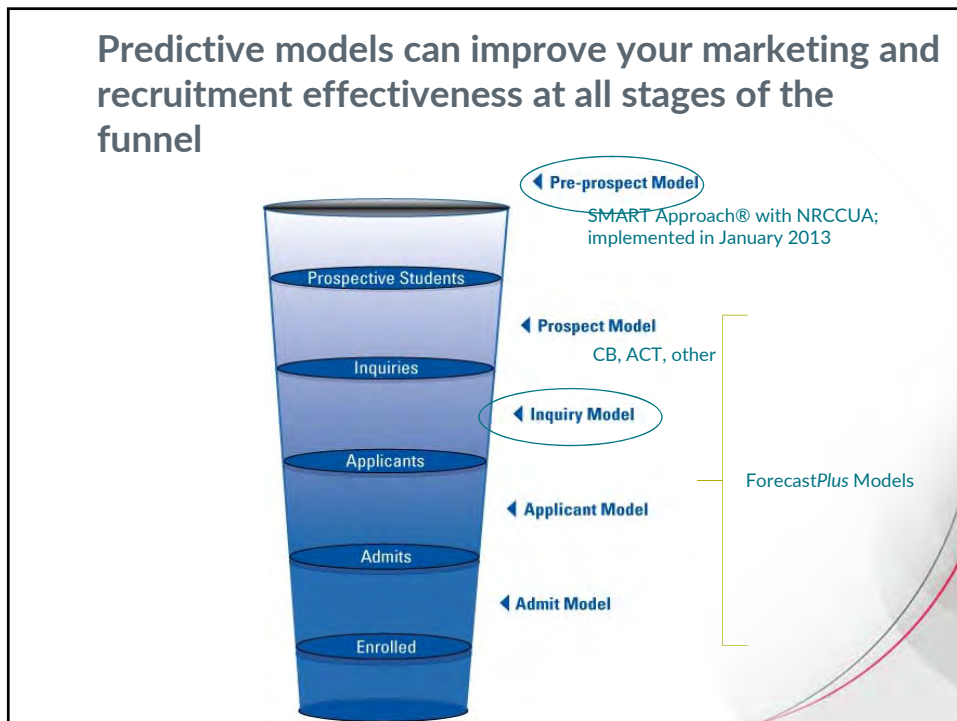
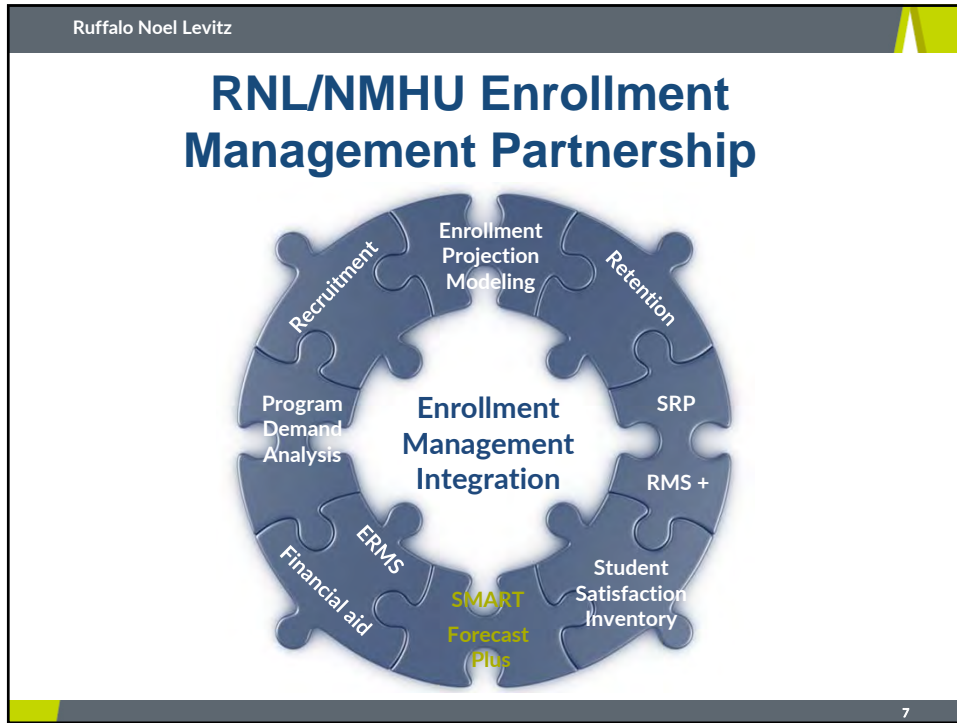
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Our services address an institution's lifelong relationship with the student/graduate



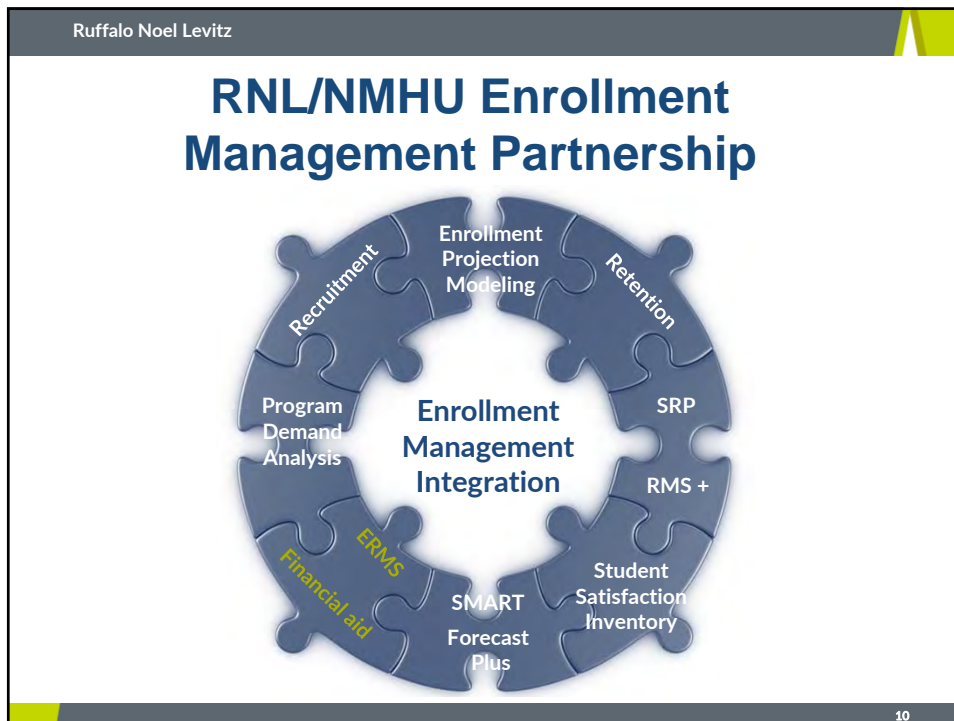
4



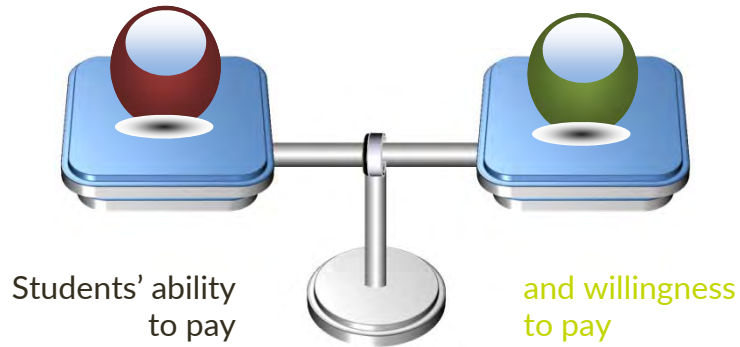


ForecastPlus model scores allow you to identify those most likely to enroll

<p>.32 Kristina H. Chung</p> <p><u>.97 Paige H. Chen</u></p> <p><u>.85 Gerardo Moreno</u></p> <p>.40 Gretchen I. Hill</p> <p>.38 Carlos M. Chevez</p> <p>.18 Patrick O. Song</p> <p>.61 Elsie A. Hamilton</p> <p>.57 Hazel E. Bender</p> <p><u>.85 Malcolm A. Wagner</u></p> <p>.56 Dolores C. McLaughlin</p> <p>.48 Francis C. McNamara</p> <p>.62 Sandy A. Raynor</p> <p>.20 Marion O. Moon</p> <p>.31 Beth O. Woodward</p> <p>.47 Julia E. Desai</p> <p>.62 Frederick A. Baker</p>	<p>.06 Jason R. Cross</p> <p>.62 Judith O. Cooper</p> <p><u>.79 Gretchen O. Holmes</u></p> <p><u>.91 Don H. Sharpe</u></p> <p>.60 Glenda O. Morgan</p> <p>.20 Scott O. Hoyle</p> <p>.50 Pat L. Allen</p> <p><u>.98 Michelle I. Rich</u></p> <p>.53 Valentino Corona</p> <p>.70 Evan R. Grant</p> <p><u>.89 Melinda R. Proctor</u></p> <p>.28 Jerome A. Wallace</p> <p>.70 Neal A. Lawrence</p> <p>.73 Jerome O. Johnston</p> <p>.69 Shelley E. Weeks</p> <p>.20 Calvin I. Diaz</p>	<p>.50 Jean R. Griffin</p> <p>.62 Kristine O. Dougherty</p> <p>.31 Edward Munoz</p> <p>.12 Alex A. Moy</p> <p>.57 Eric T. Steele</p> <p>.74 Wesley E. Teague</p> <p><u>.99 Franklin I. Vick</u></p> <p>.50 Claire A. Gallagher</p> <p>.31 Marian O. Solomon</p> <p><u>.88 Marcia A. Walsh</u></p> <p><u>.85 Dwight O. Monroe</u></p> <p>.51 Wayne O. Connolly</p> <p>.19 Stephanie A. Hawkins</p> <p>.39 Neal I. Middleton</p> <p><u>.98 Gretchen O. Goldstein</u></p> <p>.49 Tim A. Watts</p>	<p><u>.85 Priscilla I. Wilkerson</u></p> <p><u>.81 Elsie A. Barton</u></p> <p>.29 Beth A. Walton</p> <p>.13 Erica A. Hall</p> <p>.69 Douglas O. Ross</p> <p>.48 Donald H. Chung</p> <p>.22 Katherine E. Bender</p> <p>.24 Paul O. Woods</p> <p>.18 Patricia A. Moogum</p> <p>.47 Lois O. Joseph</p> <p>.65 Louis O. Rosenthal</p> <p>.19 Christina O. Rowden</p> <p>.50 Darlene A. Barton</p> <p><u>.84 Harvey N. Underwood</u></p> <p>.22 William O. Jones</p> <p>.11 Shirley E. Merritt</p>
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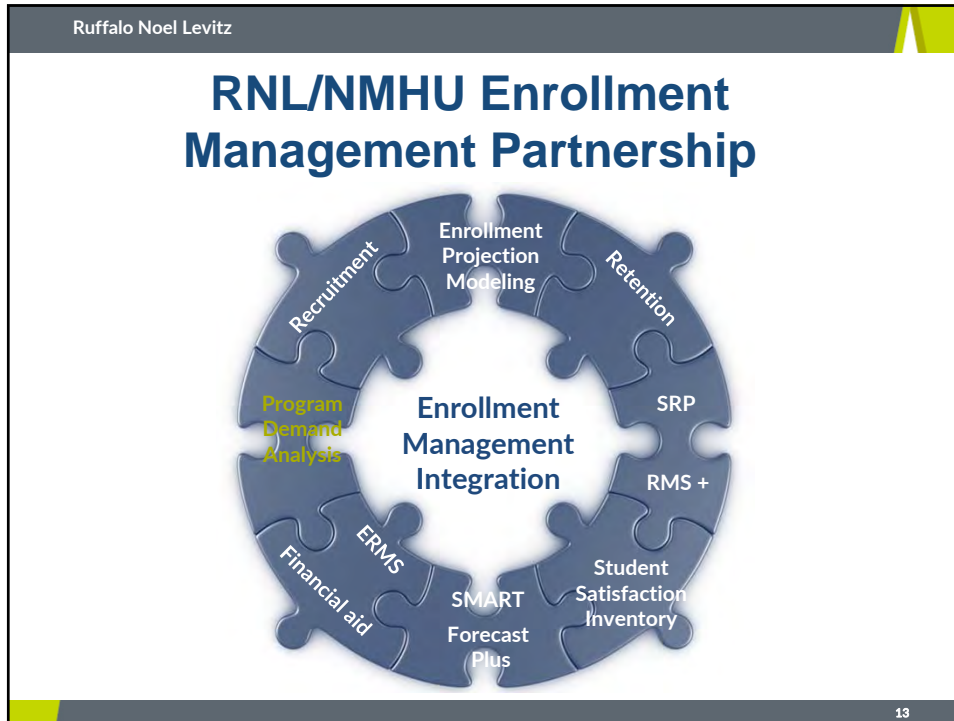


Financial Aid Leveraging



The financial aid matrix is the end product

	<i>Willingness To Pay</i>									
	Academic Tier I		Academic Tier II		Academic Tier III		Academic Tier IV		Academic Tier V	
<i>Ability To Pay</i>	E	NE	E	NE	E	NE	E	NE	E	NE
Very High Need	Cell 1	Cell 2	Cell 3	Cell 4	Cell 5					
Need Level 5	Cell 6	Cell 7	Cell 8	Cell 9	Cell 10					
Need Level 4	Cell 11	Cell 12	Cell 13	Cell 14	Cell 15					
Need Level 3	Cell 16	Cell 17	Cell 18	Cell 19	Cell 20					
Need Level 2	Cell 21	Cell 22	Cell 23	Cell 24	Cell 25					
Low Need	Cell 26	Cell 27	Cell 28	Cell 29	Cell 30					
Merit Aid Only	Cell 31	Cell 32	Cell 33	Cell 34	Cell 35					
Full Pay	Cell 36	Cell 37	Cell 38	Cell 39	Cell 40					
Premier Academic	Cell 41	Cell 42	Cell 43	Cell 44	Cell 45					
Special Talent	Cell 46	Cell 47	Cell 48	Cell 49	Cell 50					
Employee Benefit	Cell 51	Cell 52	Cell 53	Cell 54	Cell 55					



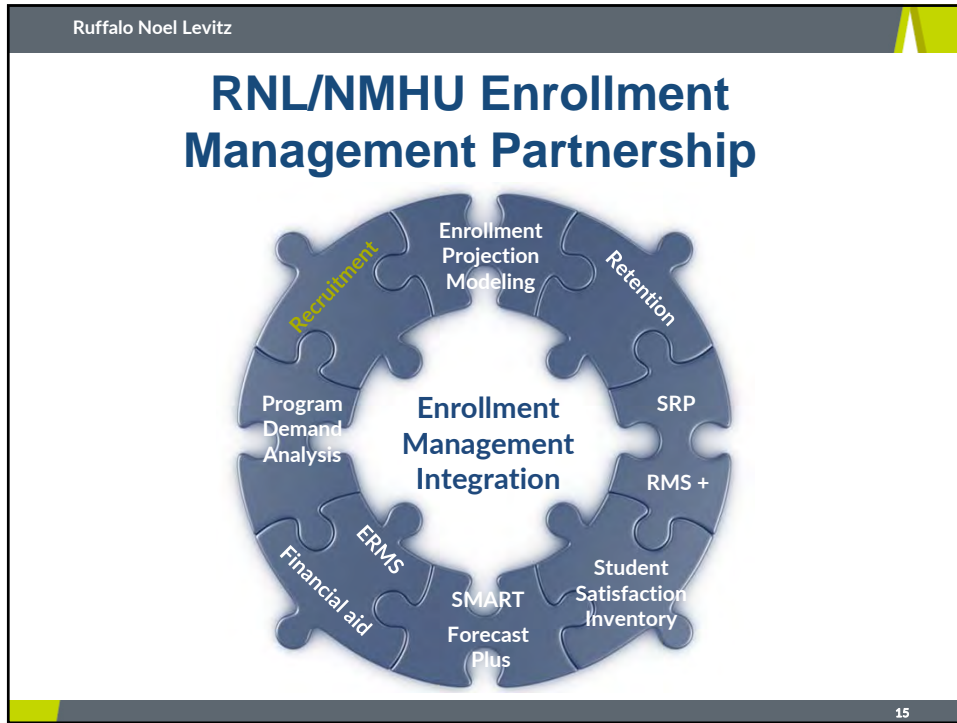
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Program Demand Analysis

RNL will examine (1) occupational trends, (2) trends in degrees awarded, and (3) market demand to determine growth potential of current programs and will test new program possibilities

Industries:	Projected jobs	Employment (in thousands)		Employment Change		Job openings due to growth & replacement needs, 2005-2016 (in thousands)	Percent of all bachelor degrees	Program area	Percent change '03-'09	
		2006	2016	Number (in thousands)	Percent					
Healthcare Services	3,936,313									
Government and Public Education Services	3,909,128									
Wholesale and Retail Trade Services	2,828,735						21.71%	Business, management, marketing, and related support services	17.96%	
Professional and Business Services	2,294,671						8.71%	Social sciences	17.04%	
Manufacturing	1,458,667						7.21%	Health professions and related clinical sciences	67.66%	
Leisure and Hospitality Services	1,351,427						6.42%	Education	-3.25%	
Financial Services	1,177,103						5.87%	Psychology	19.96%	
Personal Services	914,406						5.46%	Visual and performing arts	24.74%	
Construction	878,205									
Transportation and Utilities Services	788,033									
Information Services	381,889									
Private Education Services	263,122									
Natural Resources	257,506									
Total*	20,189,005									
		Elementary school teachers, except special education	1,549.5	1,793.7	244.2	15.8	596.5			
		Accountants and auditors	1,290.6	1,570.0	279.4	21.7	497.5			
		Secondary school teachers, except special/vocational ed	1,087.7	1,184.1	96.3	8.9	412.4			
		Business operation specialists, all other	1,091.1	1,217.0	125.9	11.5	368.3			
		Middle school teachers, except special/vocational ed	659.5	760.6	101.2	15.3	251.1			
		Computer systems analysts	532.2	640.3	108.1	20.3	222.8			
		Computer software engineers, applications	514.8	689.9	175.1	34.0	218.4			
		Network systems and data communications analysts	292.0	447.8	155.8	53.4	208.3			
		Computer software engineers	394.8	515.0	120.2	30.4	153.4			

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The ever-changing world of enrollment management

Then

- Name purchase—The College Board, ACT, NRCCUA, CBSS
- High school visits
- College fairs
- Group and individual campus visits—open house events
- Mass mailings of printed pieces
- Off-campus interviews
- Telemarketing/Counseling
- Qualifying and grading of inquiries
- High school counselor liaison
- Telequalifying

Life was simpler then.

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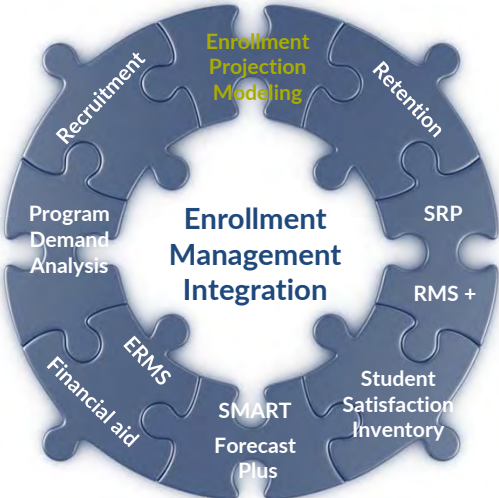
The ever-changing world of enrollment management

Now

- Use of statistical multi-variant analysis in (predictive modeling):
 - Prospecting (student search)
 - Inquiry pool qualification
 - Applicant/Admit stage
- Recruitment – data-based management
 - Tracking effectiveness of all strategies and tactics

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RNL/NMHU Enrollment Management Partnership



Enrollment Management Integration

Recruitment

Enrollment Projection Modeling

Retention

SRP

RMS +

Student Satisfaction Inventory

SMART Forecast Plus

ERMS

Financial aid

Program Demand Analysis

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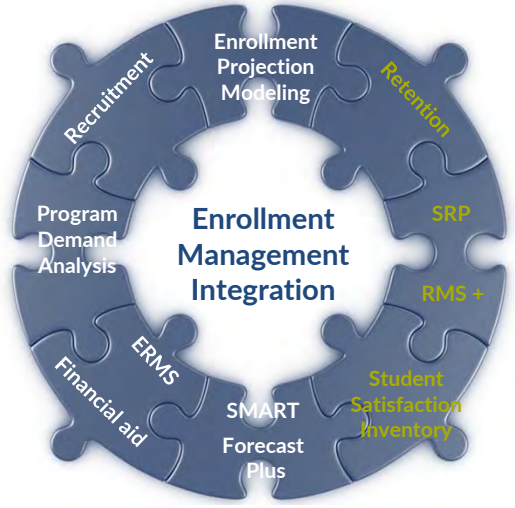
Enrollment Projection Modeling

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
53	51	47	45	43	45	48	46	48	49	49	51	52	55
12	10	17	14	14	23	26	17	15	21	29	26	31	25
37	31	29	27	21	33	32	29	31	32	24	39	54	54
217	208	211	209	191	177	202	161	168	162	165	143	141	177
287	300	268	248	243	249	228	233	228	224	233	229	236	230
606	600	572	543	512	527	536	486	490	488	500	488	514	541
NON-DIRECT FROM HIGH SCHOOL MARKET TRENDS													
2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	
5.83	5.66	5.48	5.30	5.08	4.89	4.73	4.58	4.48	4.40	4.34	4.32	4.31	4.30
2	2	7	0	8	0	0	8	0	4	5	2	4	7
4.11	4.06	3.97	3.89	3.82	3.74	3.64	3.54	3.42	3.27	3.13	3.00	2.88	2.79
4	6	8	6	2	1	4	3	2	8	7	2	0	2
7.00	7.00	7.06	7.12	7.17	7.21	7.24	7.23	7.21	7.15	7.06	6.93	6.76	6.58
0	9	8	8	9	9	2	8	3	3	3	3	5	3
7.81	7.56	7.30	7.06	6.85	6.71	6.60	6.50	6.41	6.33	6.29	6.29	6.35	6.40
4	4	6	5	4	1	3	9	5	2	3	8	0	6
21.9	22.3	22.6	22.9	23.2	23.4	23.5	23.6	23.7	23.8	23.9	23.9	23.9	23.9
26	23	83	93	60	34	62	62	60	62	45	80	71	29
46.6	46.6	46.5	46.3	46.2	45.9	45.7	45.5	45.2	45.0	44.7	44.5	44.2	44.0
86	24	22	82	03	95	81	40	90	29	83	35	80	17

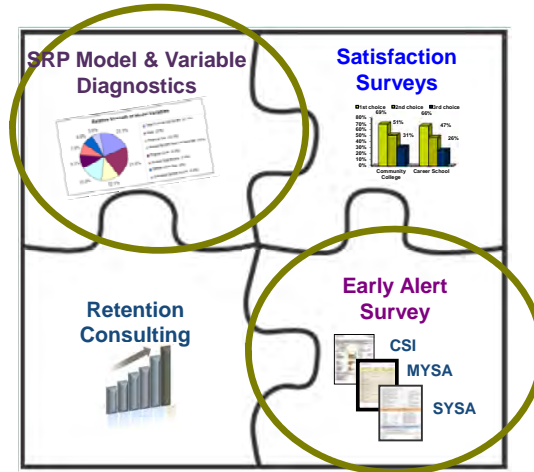
Market Share unchanged
Market Share increases
Market Share decreases

Traditional and Transfer
student populations

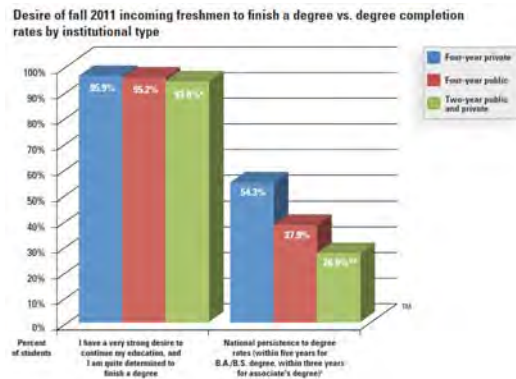
RNL/NMHU Enrollment Management Partnership



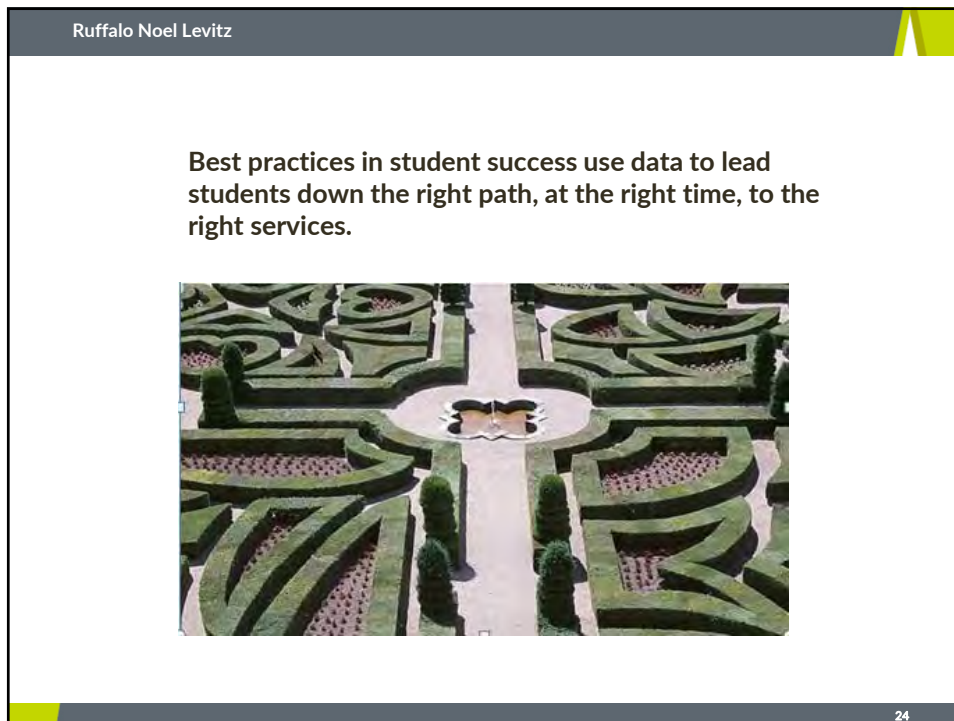
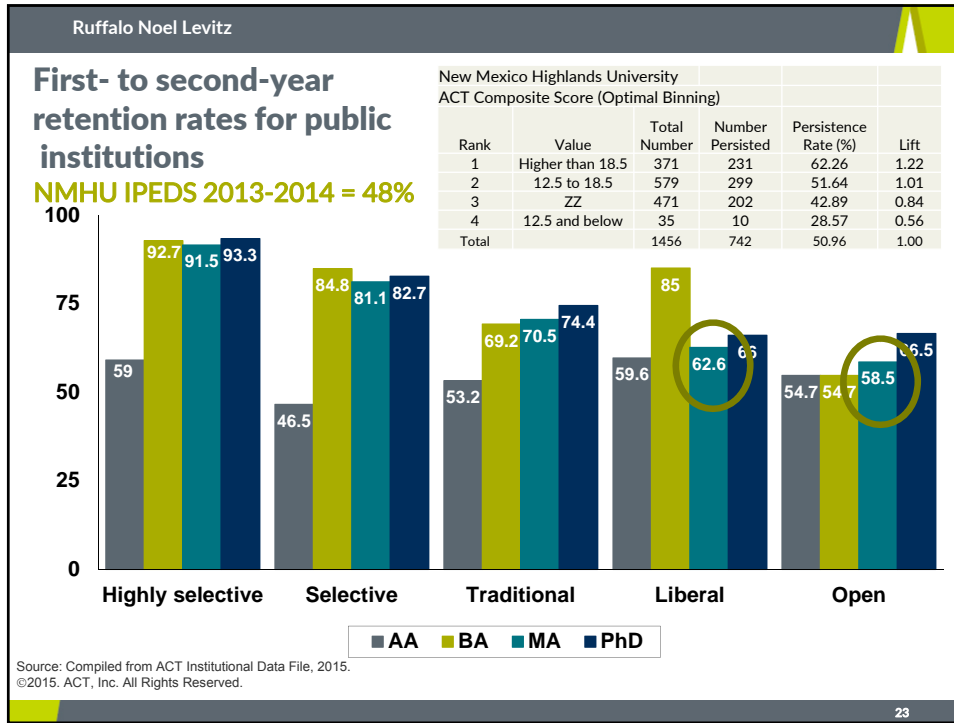
▪RNL/NMHU Retention Partnership Components



These data indicate the challenge to sustain students' commitments and proactively address their barriers to college completion.



New Mexico Highlands University Dave Trites



Data-driven early alert and intervention strategies inform and focus student success initiatives by:



- Prioritizing **outreach** to students according to their needs and receptivity to assistance.
- Supporting **timely connections** to key service areas instrumental to their success:
 - Academic support
 - Personal counseling
 - Social enrichment
 - Financial guidance
 - Career counseling

What we know...

- Most decisions to drop-out occur early
- Many at-risk students do not voluntarily seek out institutional support
- Many student problems are treatable if identified early
- Most students respond positively to direct contact wherein a problem is identified and resource of help is offered



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The components of the Retention Management System *Plus*TM (RMS *Plus*)

1 College Student InventoryTM (CSI)

2 Student Retention PredictorTM (SRP)

3 Retention Data Center

4 Mid-Year Student AssessmentTM (MYSA)

5 Second-Year Student AssessmentTM (SYSA)

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The components of the Retention Management System *Plus*

1 College Student InventoryTM (CSI)

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The College Student Inventory™ (CSI)

College Student Inventory Form A

Instructions: Items in this section measure a variety of attitudes toward college. Use the following rating scale to answer each item.

RATING SCALE

NOT AT ALL TRUE 1 2 3 4 5 6 7 COMPLETELY TRUE

If you agree completely with a statement, you should answer with a "7." Agreement that is fairly strong but not total is indicated by selecting a "6," while agreement that is fairly weak is indicated by a "2." Total disagreement is indicated by selecting "1."

In answering the items on ability habits and teachers, you should draw primarily on your pre-college experiences.

Click on the radio button that corresponds to the option you have selected.

22 When I think about my career choice, I find that I have very little solid information to go on.

23 Most of my teachers have been very caring and dedicated.

24 Books have never gotten me very excited.

25 I study all of the assigned readings in my courses.

26 Enter a "2" for this item.

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Advisor/Counselor Report

A summary of each student's responses to the CSI and the Student Retention Predictor scores

College Student Inventory™ with the Student Retention Predictor™

Advisor/Counselor Report

Student: A. Sample
Farrand, Age 19, (406) 620-2271
Denton/University (SRP)
August 16, 2018

Instructions

This is a report of Student's overall summary scores and College Student Inventory results. These give you a thorough explanation of her Student Report. If you agree with the recommendations, gently encourage her to follow them. When possible, try to make assignments 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 Advisor's Guide™ for more details.

Model Summary

SEP	0.26
Avg Household	12345
Income	
High School GPA	3.96
Major	Pre-Nursing
No. of Days at	159
Applicants	
Readiness Status	Resolute

Motivational Assessment

	Perf.	Very Low	Very High
Academic Motivation			
Study Habits	70		
Enthusiasm for Learning	23		
Verbal and Writing Confidence	6		
Math and Science Confidence	77		
Desire to Finish College	55		
Attitude Toward Education	88		
General Coping			
Social Skills	47		
Family Emotional Support	92		
Optimism/Tolerance	5		
Career Planning	47		
Sense of Financial Security	93		
Receptivity to Support Services			
Academic Assistance	87		
Personal Counseling	49		
Social Development	79		
Career Counseling	45		
Financial Guidance	20		

College Experience

Enrollment Status	Many Months Before
Degree Single	Bachelor's
Hours per Week	11-20 Hours per Week

Specific Recommendations for Student

The strength of each recommendation is indicated by its primary score (0 to 100), 0 is low, 50 is medium, 100 is high.

Get help with study habits	85
Get help in meeting new friends	81
Get help with exam skills	82
Get help with writing skills	81
Get tutoring in selected areas	81
Get information about clubs and social organizations	80
Get help with reading skills	78
Get help in selecting an academic program	77
Get advice from an experienced student	75
Get information about student activities	76

Grouping Factors

Advisors	John Adams
FYE Instructors	Franklin Pierce
Advisor C	Isaac Barbours

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

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The Student Report

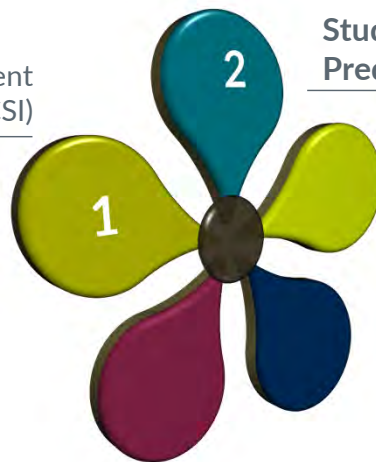
Consider the following questions:

- What are the student's major **strengths**?
- What are the **barriers** that the student must overcome to be successful?
- What **areas should be discussed** with the student?
- What **cautions** would I exercise in interviewing the student?
- What **recommendations** would I make to the student?

The components of the Retention Management System *Plus*[™] (RMS *Plus*)

College Student Inventory[™] (CSI)

Student Retention Predictor[™] (SRP)



New Mexico Highlands University

Dave Trites

Ruffalo Noel Levitz

Variable Diagnostic Tables

New Mexico Highlands University High School GPA (Optimal Binning)

Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than 2.935	700	434	62.00	1.22
2	ZZ	57	26	45.61	0.90
3	2.935 and below	699	282	40.34	0.79
Total		1456	742	50.96	1.00

New Mexico Highlands University Flag First Generation

Rank	Value Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	N Not first generation	684	352	51.46	1.01
2	Y First Generation status	610	309	50.66	0.99
3	ZZ Missing Values	162	81	50.00	0.98
Total		1456	742	50.96	1.00

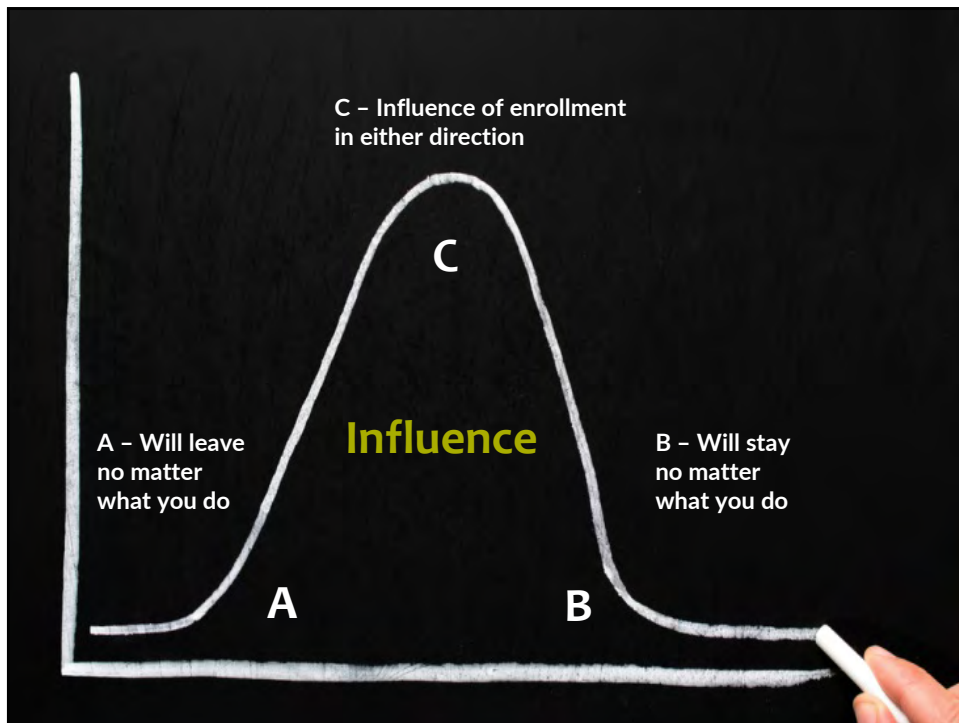
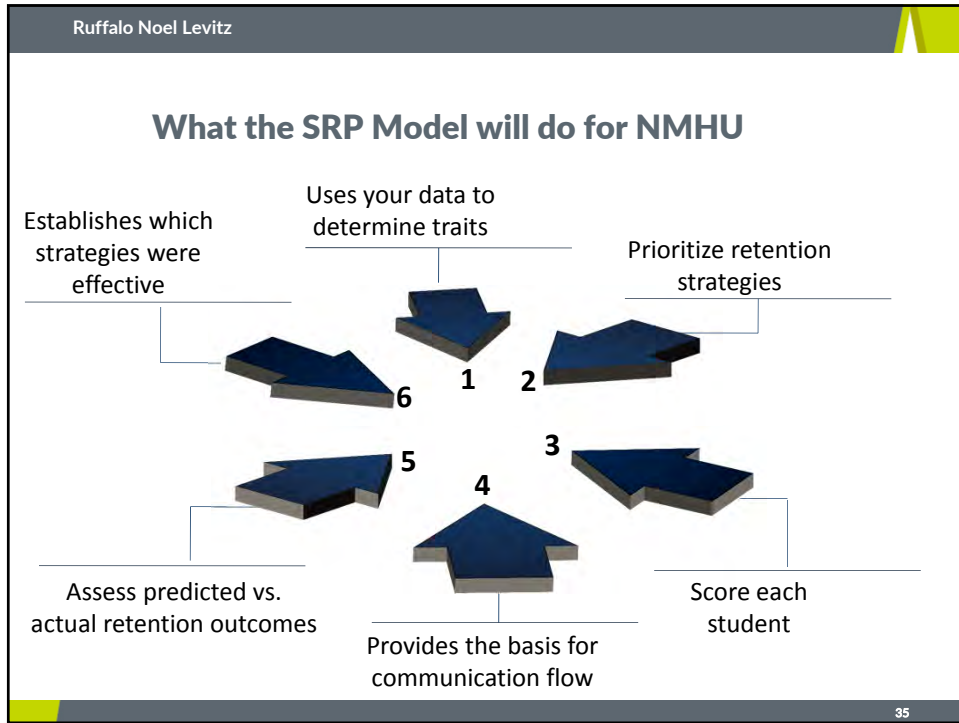
Rank	Variable	Label	Logistic Regression	T-Test	Chi-Square	Strength
1	XOPT_R091	High School GPA (Optimal Binning)	0.608	0.0000	0.0000	
2	R091	High School GPA	0.602	0.0000	0.0000	
3	X0662	Sectional Center	0.612	0.0000	0.0000	
4	X0615	Financial Aid Gap (Optimal Binning)	0.603	0.0000	0.0000	
8	XOPT_R173	High School GPA (Optimal Binning)	0.593	0.0000	0.0000	
6	R173	High School GPA	0.601	0.0000	0.0000	
7	R173	High School GPA	0.597	0.0000	0.0000	
8	XOPT_R154	High School GPA (Optimal Binning)	0.592	0.0000	0.0000	
9	X0614	Sectional Center	0.586	0.0000	0.0000	
10	X0663	Sectional Center	0.582	0.0000	0.0000	
11	X0604	High School GPA Code	0.575	0.0000	0.0000	
12	X0237	Sectional Center	0.580	0.0000	0.0000	
13	XOPT_R158	High School GPA (Optimal Binning)	0.572	0.0000	0.0000	
14	XOPT_R174	High School GPA (Optimal Binning)	0.574	0.0000	0.0000	
15	R158	High School GPA	0.585	0.0000	0.0000	
16	X0700	Sectional Center Code	0.578	0.0000	0.0000	
17	XOPT_R101	High School GPA (Optimal Binning)	0.565	0.0000	0.0000	
18	X0663	Sectional Center	0.566	0.0000	0.0000	
19	X0624	Sectional Center	0.573	0.0000	0.0000	
20	XOPT_R103	High School GPA (Optimal Binning)	0.571	0.0000	0.0000	
21	XOPT_R156	High School GPA (Optimal Binning)	0.554	0.0000	0.0000	
22	XOPT_R102	High School GPA (Optimal Binning)	0.571	0.0000	0.0000	
23	X0640	Sectional Center	0.565	0.0000	0.0000	
24	R106	High School GPA	0.555	0.0002	0.0000	
25	F100	Sectional Center	0.551	0.0000	0.0000	
26	R154	Sectional Center	0.574	0.0043	0.0000	
27	X0721	Sectional Center	0.558	0.0000	0.0000	
28	X0023	Sectional Center	0.551	0.0000	0.0000	
29	X0515	Sectional Center	0.551	0.0001	0.0000	
30	X0531	Sectional Center	0.544	0.0002	0.0000	
31	XOPT_R104	High School GPA (Optimal Binning)	0.559	0.0017	0.0000	
32	R104	High School GPA	0.546	0.0030	0.0000	
33	R101	High School GPA	0.560	0.0001	0.0471	
34	XOPT_R234	High School GPA (Optimal Binning)	0.552	0.0002	0.0000	
35	R174	High School GPA	0.560	0.0002	0.0000	
36	XOPT_R461	High School GPA (Optimal Binning)	0.544	0.0004	0.0000	
37	XOPT_R262	High School GPA (Optimal Binning)	0.553	0.0000	0.0000	
38	XOPT_R541	High School GPA (Optimal Binning)	0.538	0.0011	0.0000	
39	R262	High School GPA	0.531	0.0004	0.0000	
40	F113	Sectional Center	0.530	0.0002	0.0000	
41	XOPT_R233	High School GPA (Optimal Binning)	0.532	0.0040	0.0000	
42	X0613	Sectional Center	0.532	0.0000	0.0448	
43	X0527	Sectional Center	0.532	0.0047	0.0000	
44	R461	High School GPA	0.545	0.0045	0.0194	
45	X0514	Sectional Center	0.532	0.0100	0.0099	
46	R100	Sectional Center	0.571	0.2353	0.0000	
47	XOPT_R106	High School GPA (Optimal Binning)	0.542	0.0000	0.1696	
48	XOPT_R261	High School GPA (Optimal Binning)	0.532	0.0000	0.0000	
49	R261	High School GPA	0.532	0.0000	0.0000	
50	R102	High School GPA	0.536	0.0034	0.1676	
51	X0624	Sectional Center	0.532	0.0023	0.1152	
52	XOPT_R113	High School GPA (Optimal Binning)	0.514	0.0007	0.0000	
53	X0211	Sectional Center	0.526	0.0098	0.0948	
54	R234	High School GPA	0.528	0.0031	0.2116	
55	X0525	Sectional Center	0.525	0.0021	0.2486	
56	R175	High School GPA	0.520	0.0065	0.2034	
57	R103	High School GPA	0.512	0.0180	0.0029	
58	R112	Sectional Center	0.513	0.0110	0.3849	

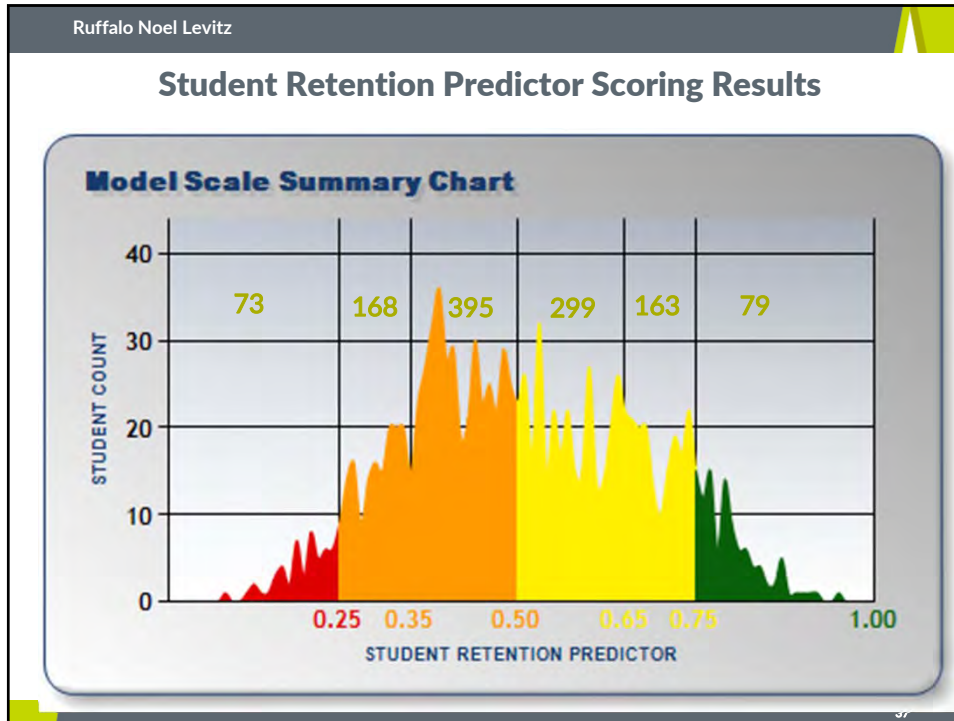
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SRP 16 Model

Relative Strength of Model Variables

Variable	Relative Strength (%)
High School GPA (Optimal Binning)	27.0%
Total Gift Funds	21.0%
Sectional Center Facility Code	15.8%
Financial Aid Gap (Optimal Binning)	13.9%
Academic Major	9.6%
Independent Status Flag	12.7%





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Your incoming students will be assigned a model score based on how likely they are to retain

Edward Martinez	1	Retained
Jennifer Mandabay	.99	Highly Likely
Alfonso Corona	.85	Highly Likely
Alex Wugner	.72	Likely
Bob Johnson	.68	Likely
Francisca Munoz	.46	Somewhat Likely
Audrey Keppler	.41	Somewhat Likely
Brian Schuler	.21	Less Likely
Litichia White	.17	Less Likely
Dave Trites	0	Not Likely

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Model Risk Factor Summary

Name	Category	Total
High School GPA	Academic Preparation	<u>344</u>
No. of Days as Applicant	Education Aspiration	<u>449</u>
Years Since HS Graduation	Generic	<u>92</u>
Percent of Need Met	Financial Needs	<u>560</u>
Sectional Center Facility Code	Generic	<u>177</u>

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First Year Seminar prioritization developed for a section of 20

Retention Score	High Priority	Mid-Level Priority	Low-Level Priority
0-.25			2
.26-.35		3	
.36-.50	5		
.51-.65	6		
.66-.75		2	
.76-1.0	Receptivity to Assistance and Desire to Transfer	Receptivity to Assistance and Desire to Transfer	2

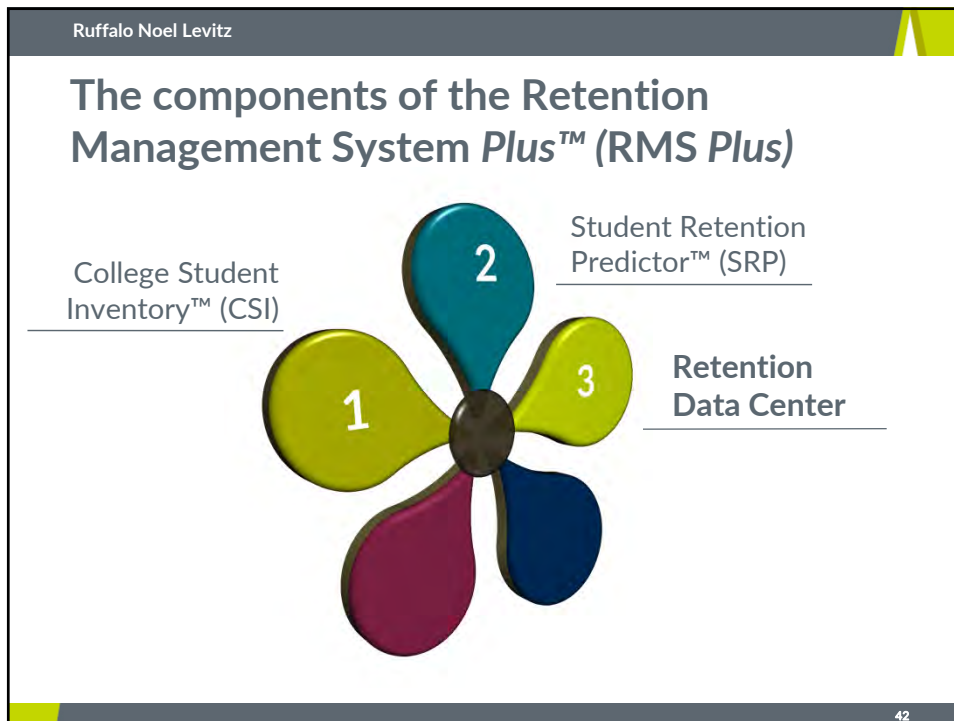
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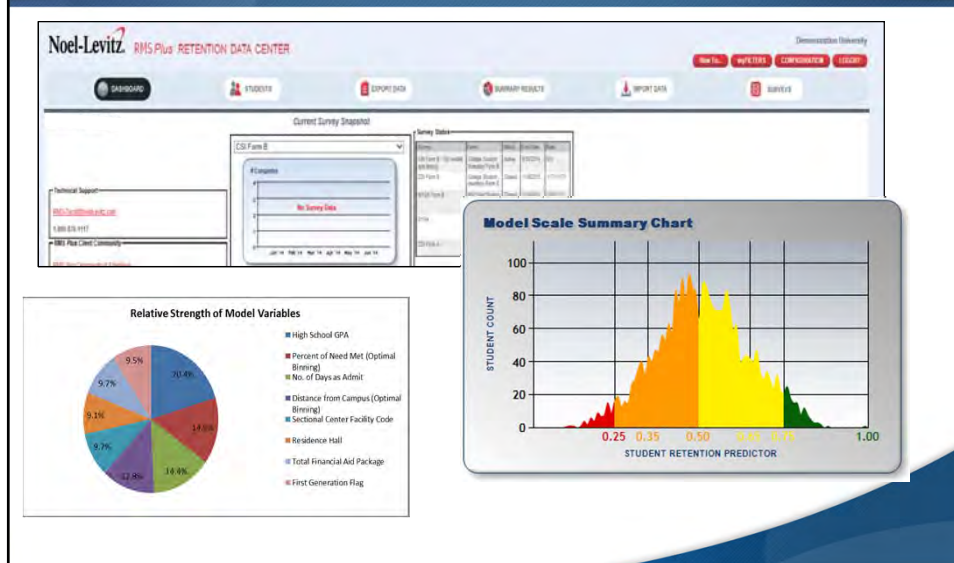
Intervention plans/strategy development using prioritization

High Priority	Mid-Level Priority	Low-Level Priority
3 Advising and Degree Planning Contacts	3 Advising and Degree Planning Contacts	2 Advising and Registration Contacts
2 Career Services Contacts	1 Career Services Contact	Career Services Referral E-mail/Phone Team Contact
2 Student Affairs, Housing and Residence Life Contacts (counseling, events, clubs etc.)	1 Student Affairs, Housing and Residence Life Contacts (counseling, events, clubs etc.)	Student Affairs, Housing and Residence Life Outreach E-mail/Phone Team/ Events Contact
2 Academic Assistance Contacts	1 Academic Assistance Contacts	Academic Assistance Referral E-mail/Phone Team Contact
2 Financial Aid Counseling Contacts	1 Financial Aid Contact	Financial Aid Referral E-mail/Phone Team Contact

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Retention Management System *Plus* Retention Data Center

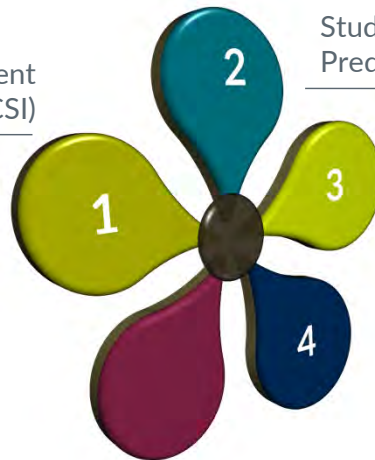


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The components of the Retention Management System *Plus*TM (RMS *Plus*)

College Student InventoryTM (CSI)

Student Retention PredictorTM (SRP)



Retention Data Center

Mid-Year Student AssessmentTM (MYSA)

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The Mid-Year Student Assessment™ (MYSA)

Mid-Year Student Assessment
Advisor/Counselor Report

MYSA Sample Report

James Doe
Main, NM
Sample College
March 2011, 11:11 AM

Instructions:
This report details the changes in James's self-reported scores on the College Student Inventory (CSI) to assess the percentage of students who score in the top 25% of students in the country. (April 2010). Many students have reported a decrease in their scores on the report. On the basis of a Student Assessment Assessment assessment report.

Motivational Assessment	Percent Rank	Very Low	Very High	Student Information
Academic Motivation				Academic Motivation Score: 42% (B- Average) Percentile Rank: 42% (B- Average)
Study Habits	33			Study Habits Score: 42% (B- Average) Percentile Rank: 42% (B- Average)
Academic Interest	44			Academic Interest Score: 42% (B- Average) Percentile Rank: 42% (B- Average)
Verbal and Writing Confidence	34			Verbal and Writing Confidence Score: 42% (B- Average) Percentile Rank: 42% (B- Average)
Math and Science Confidence	34			Math and Science Confidence Score: 42% (B- Average) Percentile Rank: 42% (B- Average)
Desire to Finish College	38			Desire to Finish College Score: 42% (B- Average) Percentile Rank: 42% (B- Average)
Attitude Toward Education	44			Attitude Toward Education Score: 42% (B- Average) Percentile Rank: 42% (B- Average)
General Coping	38			General Coping Score: 42% (B- Average) Percentile Rank: 42% (B- Average)
Sociability	38			Sociability Score: 42% (B- Average) Percentile Rank: 42% (B- Average)
Family Emotional Support	33			Family Emotional Support Score: 42% (B- Average) Percentile Rank: 42% (B- Average)
Optimism/Tolerance	44			Optimism/Tolerance Score: 42% (B- Average) Percentile Rank: 42% (B- Average)
Career Choice	34			Career Choice Score: 42% (B- Average) Percentile Rank: 42% (B- Average)
Sense of Financial Security	34			Sense of Financial Security Score: 42% (B- Average) Percentile Rank: 42% (B- Average)

Part of the Retention Management System Plus™ from Noel Levitz

- Updates students' CSI profile
 - Motivation
 - Receptivity
 - Demographics
- Assesses students' satisfaction
- Identifies students' enrollment plans for next term

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The components of the Retention Management System Plus™ (RMS Plus)

- College Student Inventory™ (CSI)
- Student Retention Predictor™ (SRP)
- Retention Data Center
- Mid-Year Student Assessment™ (MYSA)
- Second-Year Student Assessment™ (SYSA)

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Advisor/Counselor Report

Second-Year Student Assessment™

Marie Doe
Advisor/Counselor Report

Instructions
This is a report of Marie's responses to the Second-Year Student Assessment. To help Marie compare with her peers, the results are split into the following groups:

- Academic Achievement - If the scale score is less than 85% the score of the individual student is less than 85% of the score.
- Academic Improvement - If the scale score is less than 85%.
- Student/Peer Self-Report - If Marie's responses to the question "How do you feel about your advisor/counselor?" are less than 85%.

Marie's overall assessment score is 82.1% (scale score of 100 = 100% of the score of the individual student).

Question	Marie's Score	Student Scale Score	Student Item Score
1. I have a good command of the information that the instructor presented in class.	7.0	7.0	5.0
2. I am proud of things that I have learned in class.	6.0	6.0	7.0
3. I am able to grasp complex ideas.	6.0	6.0	6.0
4. I am able to grasp complex ideas.	6.0	6.0	6.0
5. I am able to grasp complex ideas.	6.0	6.0	6.0
6. I am able to grasp complex ideas.	6.0	6.0	6.0
7. I am able to grasp complex ideas.	6.0	6.0	6.0
8. I am able to grasp complex ideas.	6.0	6.0	6.0
9. I am able to grasp complex ideas.	6.0	6.0	6.0
10. I am able to grasp complex ideas.	6.0	6.0	6.0
11. I am able to grasp complex ideas.	6.0	6.0	6.0
12. I am able to grasp complex ideas.	6.0	6.0	6.0
13. I am able to grasp complex ideas.	6.0	6.0	6.0
14. I am able to grasp complex ideas.	6.0	6.0	6.0
15. I am able to grasp complex ideas.	6.0	6.0	6.0
16. I am able to grasp complex ideas.	6.0	6.0	6.0
17. I am able to grasp complex ideas.	6.0	6.0	6.0
18. I am able to grasp complex ideas.	6.0	6.0	6.0
19. I am able to grasp complex ideas.	6.0	6.0	6.0
20. I am able to grasp complex ideas.	6.0	6.0	6.0
21. I am able to grasp complex ideas.	6.0	6.0	6.0
22. I am able to grasp complex ideas.	6.0	6.0	6.0
23. I am able to grasp complex ideas.	6.0	6.0	6.0
24. I am able to grasp complex ideas.	6.0	6.0	6.0
25. I am able to grasp complex ideas.	6.0	6.0	6.0
26. I am able to grasp complex ideas.	6.0	6.0	6.0
27. I am able to grasp complex ideas.	6.0	6.0	6.0
28. I am able to grasp complex ideas.	6.0	6.0	6.0
29. I am able to grasp complex ideas.	6.0	6.0	6.0
30. I am able to grasp complex ideas.	6.0	6.0	6.0
31. I am able to grasp complex ideas.	6.0	6.0	6.0
32. I am able to grasp complex ideas.	6.0	6.0	6.0
33. I am able to grasp complex ideas.	6.0	6.0	6.0
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37. I am able to grasp complex ideas.	6.0	6.0	6.0
38. I am able to grasp complex ideas.	6.0	6.0	6.0
39. I am able to grasp complex ideas.	6.0	6.0	6.0
40. I am able to grasp complex ideas.	6.0	6.0	6.0
41. I am able to grasp complex ideas.	6.0	6.0	6.0
42. I am able to grasp complex ideas.	6.0	6.0	6.0
43. I am able to grasp complex ideas.	6.0	6.0	6.0
44. I am able to grasp complex ideas.	6.0	6.0	6.0
45. I am able to grasp complex ideas.	6.0	6.0	6.0
46. I am able to grasp complex ideas.	6.0	6.0	6.0
47. I am able to grasp complex ideas.	6.0	6.0	6.0
48. I am able to grasp complex ideas.	6.0	6.0	6.0
49. I am able to grasp complex ideas.	6.0	6.0	6.0
50. I am able to grasp complex ideas.	6.0	6.0	6.0
51. I am able to grasp complex ideas.	6.0	6.0	6.0
52. I am able to grasp complex ideas.	6.0	6.0	6.0
53. I am able to grasp complex ideas.	6.0	6.0	6.0
54. I am able to grasp complex ideas.	6.0	6.0	6.0
55. I am able to grasp complex ideas.	6.0	6.0	6.0
56. I am able to grasp complex ideas.	6.0	6.0	6.0
57. I am able to grasp complex ideas.	6.0	6.0	6.0
58. I am able to grasp complex ideas.	6.0	6.0	6.0
59. I am able to grasp complex ideas.	6.0	6.0	6.0
60. I am able to grasp complex ideas.	6.0	6.0	6.0
61. I am able to grasp complex ideas.	6.0	6.0	6.0
62. I am able to grasp complex ideas.	6.0	6.0	6.0
63. I am able to grasp complex ideas.	6.0	6.0	6.0
64. I am able to grasp complex ideas.	6.0	6.0	6.0
65. I am able to grasp complex ideas.	6.0	6.0	6.0
66. I am able to grasp complex ideas.	6.0	6.0	6.0
67. I am able to grasp complex ideas.	6.0	6.0	6.0
68. I am able to grasp complex ideas.	6.0	6.0	6.0
69. I am able to grasp complex ideas.	6.0	6.0	6.0
70. I am able to grasp complex ideas.	6.0	6.0	6.0
71. I am able to grasp complex ideas.	6.0	6.0	6.0
72. I am able to grasp complex ideas.	6.0	6.0	6.0
73. I am able to grasp complex ideas.	6.0	6.0	6.0
74. I am able to grasp complex ideas.	6.0	6.0	6.0
75. I am able to grasp complex ideas.	6.0	6.0	6.0
76. I am able to grasp complex ideas.	6.0	6.0	6.0
77. I am able to grasp complex ideas.	6.0	6.0	6.0
78. I am able to grasp complex ideas.	6.0	6.0	6.0
79. I am able to grasp complex ideas.	6.0	6.0	6.0
80. I am able to grasp complex ideas.	6.0	6.0	6.0
81. I am able to grasp complex ideas.	6.0	6.0	6.0
82. I am able to grasp complex ideas.	6.0	6.0	6.0
83. I am able to grasp complex ideas.	6.0	6.0	6.0
84. I am able to grasp complex ideas.	6.0	6.0	6.0
85. I am able to grasp complex ideas.	6.0	6.0	6.0
86. I am able to grasp complex ideas.	6.0	6.0	6.0
87. I am able to grasp complex ideas.	6.0	6.0	6.0
88. I am able to grasp complex ideas.	6.0	6.0	6.0
89. I am able to grasp complex ideas.	6.0	6.0	6.0
90. I am able to grasp complex ideas.	6.0	6.0	6.0
91. I am able to grasp complex ideas.	6.0	6.0	6.0
92. I am able to grasp complex ideas.	6.0	6.0	6.0
93. I am able to grasp complex ideas.	6.0	6.0	6.0
94. I am able to grasp complex ideas.	6.0	6.0	6.0
95. I am able to grasp complex ideas.	6.0	6.0	6.0
96. I am able to grasp complex ideas.	6.0	6.0	6.0
97. I am able to grasp complex ideas.	6.0	6.0	6.0
98. I am able to grasp complex ideas.	6.0	6.0	6.0
99. I am able to grasp complex ideas.	6.0	6.0	6.0
100. I am able to grasp complex ideas.	6.0	6.0	6.0

Student scale score	Student item scores (1-7)
82.1%	
	5.0
	7.0
	6.0
	5.0
50.0%	
	3.0
	5.0
	2.0
	4.0

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Institutional Impressions

- Interactions with instructors, academic advisors, and other students
- Variety of majors, course availability, and academic challenge
- Availability of opportunities and activities related to major and career interests

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

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■ NMHU/RNL Retention Partnership Components

The puzzle diagram consists of four interlocking pieces. The top-left piece is labeled 'SRP Model & Variable Diagnostics' and contains a pie chart. The top-right piece is labeled 'Satisfaction Surveys' and contains a bar chart with three bars representing 'Mid choice', 'Mid choice', and 'Mid choice' with values of 37%, 39%, and 47% respectively. The bottom-left piece is labeled 'Retention Consulting' and contains a bar chart. The bottom-right piece is labeled 'Early Alert Survey' and contains three overlapping document icons labeled 'CSI', 'MYSA', and 'SYSA'. The 'Satisfaction Surveys' piece is circled in green.

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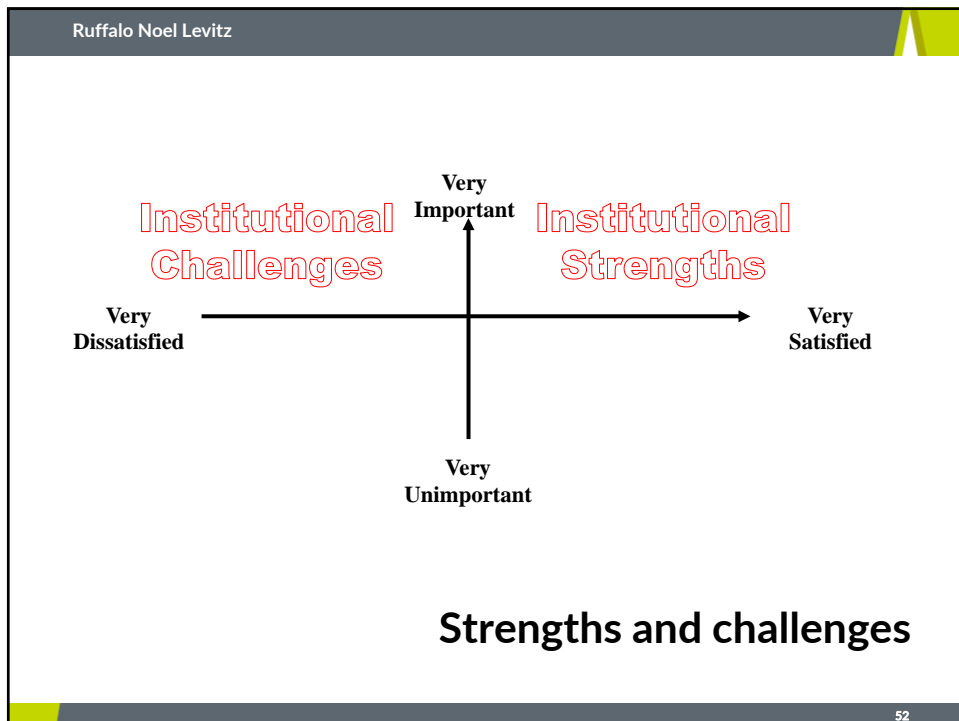
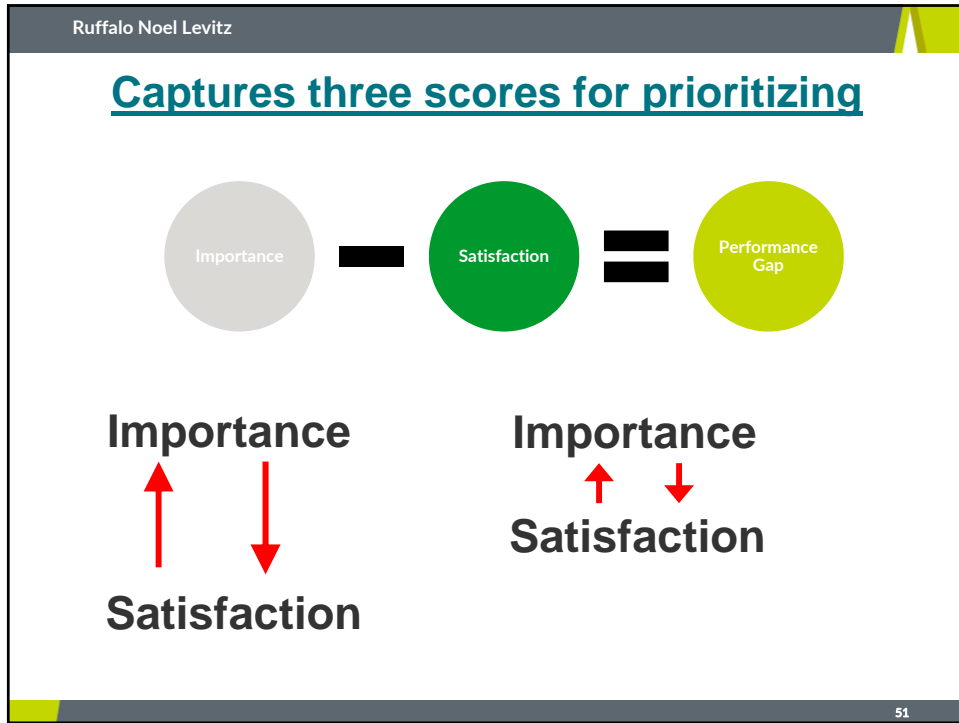
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The RNL surveys capture both an importance score and a satisfaction score


The screenshot shows the 'RUFFALO NOEL LEVITZ Student Satisfaction Inventory™' interface. It is on 'Step 1 (Page 1 of 9)'. The instructions state: 'Each item below describes an expectation about your experiences on this campus. On the left, tell us how important it is for your institution to meet this expectation. On the right, tell us how satisfied you are that your institution has met this expectation.' Below the instructions are two scales. The first scale is labeled 'Importance to me...' and has a 7-point scale from 1 to 7, with 'N/A' at the end. The second scale is labeled '...My level of satisfaction' and has a 7-point scale from 1 to 7, with 'N/A - not available/not used' at the end. Both scale labels are circled in red.

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

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It is helpful to compare to national trends in student satisfaction and importance

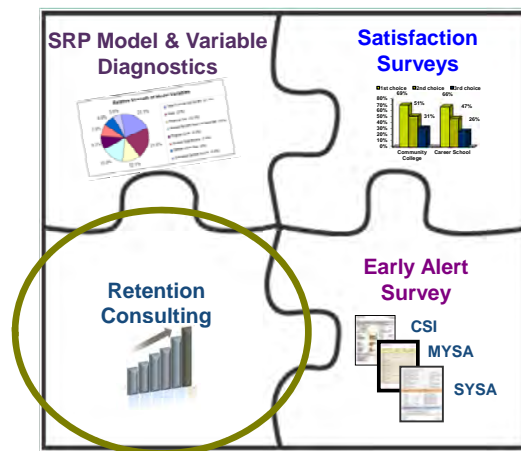
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Comparison of scale ranks Four-year publics

Scale	Student Rank	Campus Personnel Rank
Academic Advising	1	3 (tie)
Instructional Effectiveness	2	1
Safety and Security	3	7 (tie)
Registration Effectiveness	4	10
Recruitment and Financial Aid	5	3 (tie)
Concern for the Individual	6	2
Campus Climate	7	5
Student Centeredness	8	7 (tie)
Campus Support Services	9	9
Service Excellence	10	6
Campus Life	11	11

2015 Form A
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■ NMHU/RNL Retention Partnership Components



Myths related to academic quality

- Retention means lowering standards.
- Dropouts are flunkouts.
- Efforts are primarily remedial in nature.



“Whose job is it?” myths



- Retention is primarily the responsibility of student services.
- “I just teach.”
- “Retention is everyone's job.”

Myths regarding what we believe about our students

- Students drop out for reasons mostly out of institutional control.
- Students bring a cogent map of college success to higher education.
- There should be no “hand holding” as some students need to fail to succeed.

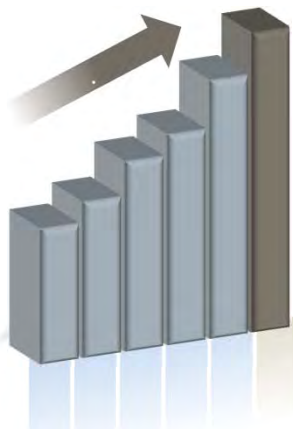


Outcomes myths



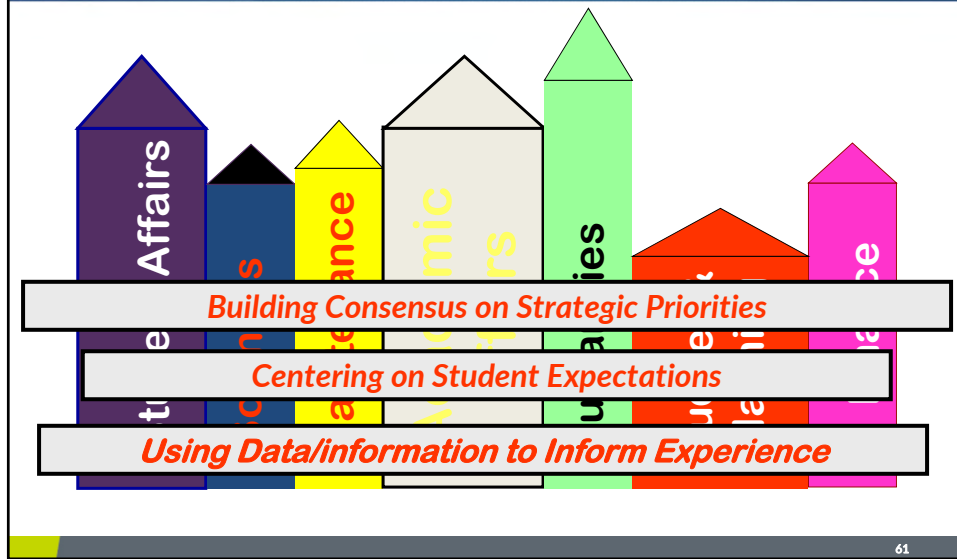
- Quick fix strategies are effective.
- Retention and graduation rates will improve without changing our behavior.
- The goal should be zero attrition.

Retention Consulting



- Retention Discovery
- Student Retention Predictor
- Retention Planning Priorities
 - Targets
 - Strategies
 - Action Plans
- Deployment of Priorities

Retention Improvements



“Never under-estimate what can happen when you bring people together to talk about things that are important to them.” Meg Wheatley



**We need to find the courage to
require students to do what is
necessary to ensure their success**

