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RNL Student Success Assessment Tools: Using Data to Inform your efforts

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Our conversation today

1. The landscape of higher education
2. Retention Management Surveys: Pre- and post-enrollment student analytics
3. Satisfaction Priorities Surveys: Post-enrollment student analytics contributing to institutional success
4. Key strategies and takeaways

Today's Landscape



Key challenges institutions face in the market

- Not just one, but TWO demographic cliffs:

By the Numbers:	Net New 18-Year-Olds	Percent Change
2026-30:	-329,907	-7.3%
2030-33:	55,523	+1.3%
2033-39:	-375,790	-9.0%

- College costs continue to increase as aid decreases; Financial and enrollment challenges compounded by the FAFSA fiasco.
- 54% of public high school graduates in 2025 will be students of color, which adds more weight to the imperative for postsecondary education to better support students who have traditionally been underserved and address systemic inequities.
- Almost half of schools have no written retention plan (47% of private institutions, 50% of public).
- Roughly 25% of institutions do not regularly update their retention/student success plans.



**Student Success is not what you do,
it's an outcome of what you do!**

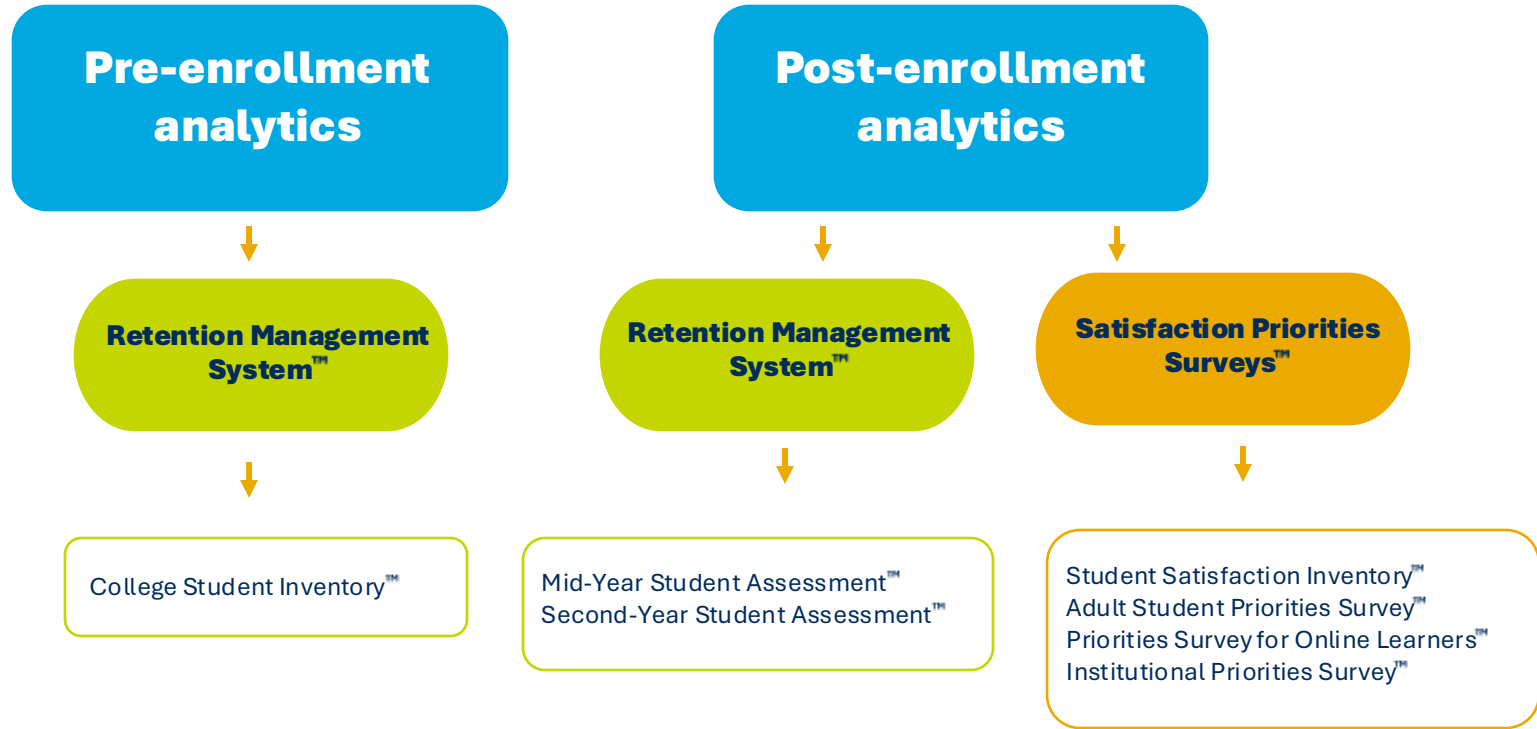


**Student
Success**



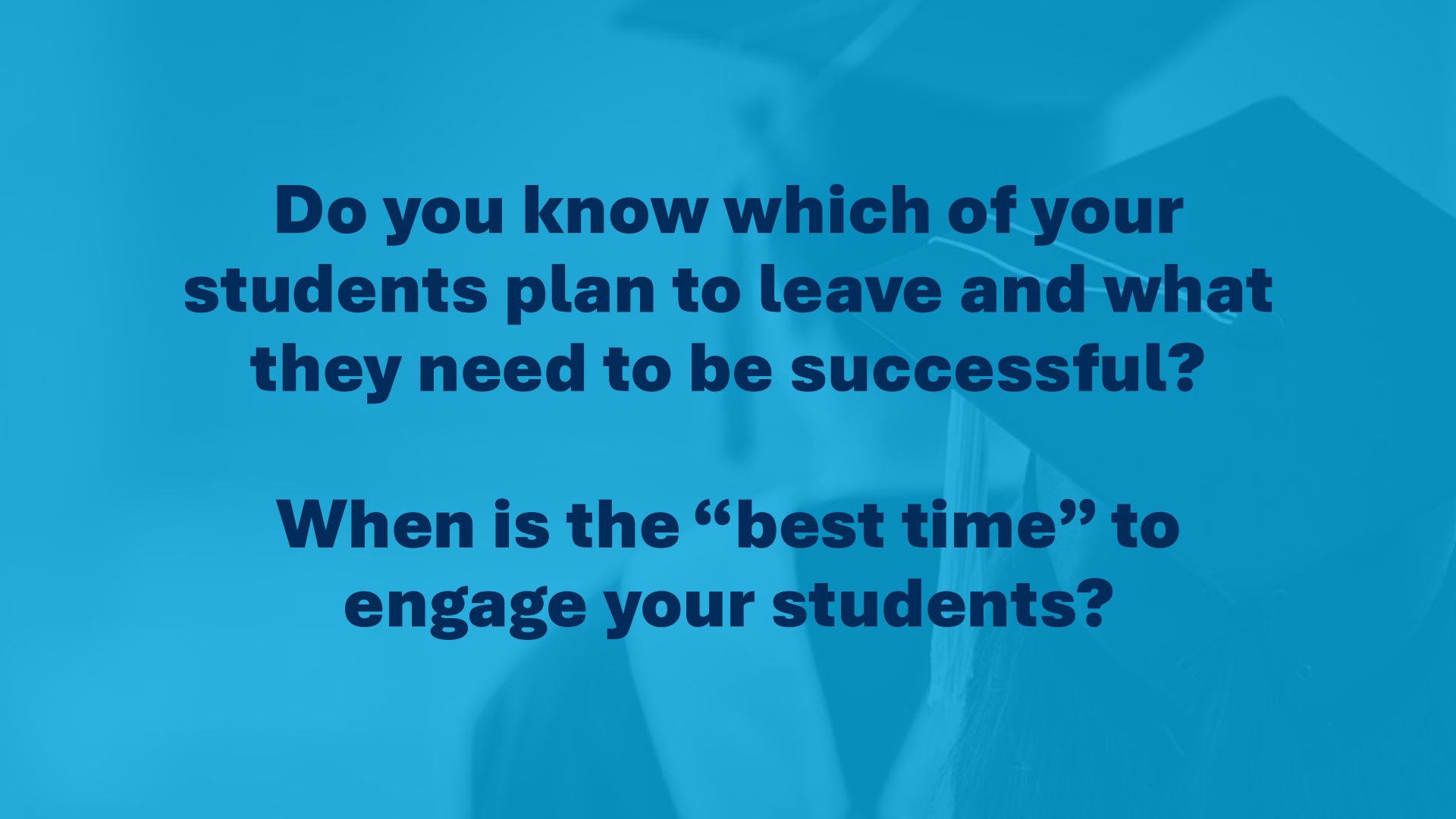
**Institutional
Success**

RNL Student Success



Retention Management Surveys: Pre-enrollment analytics





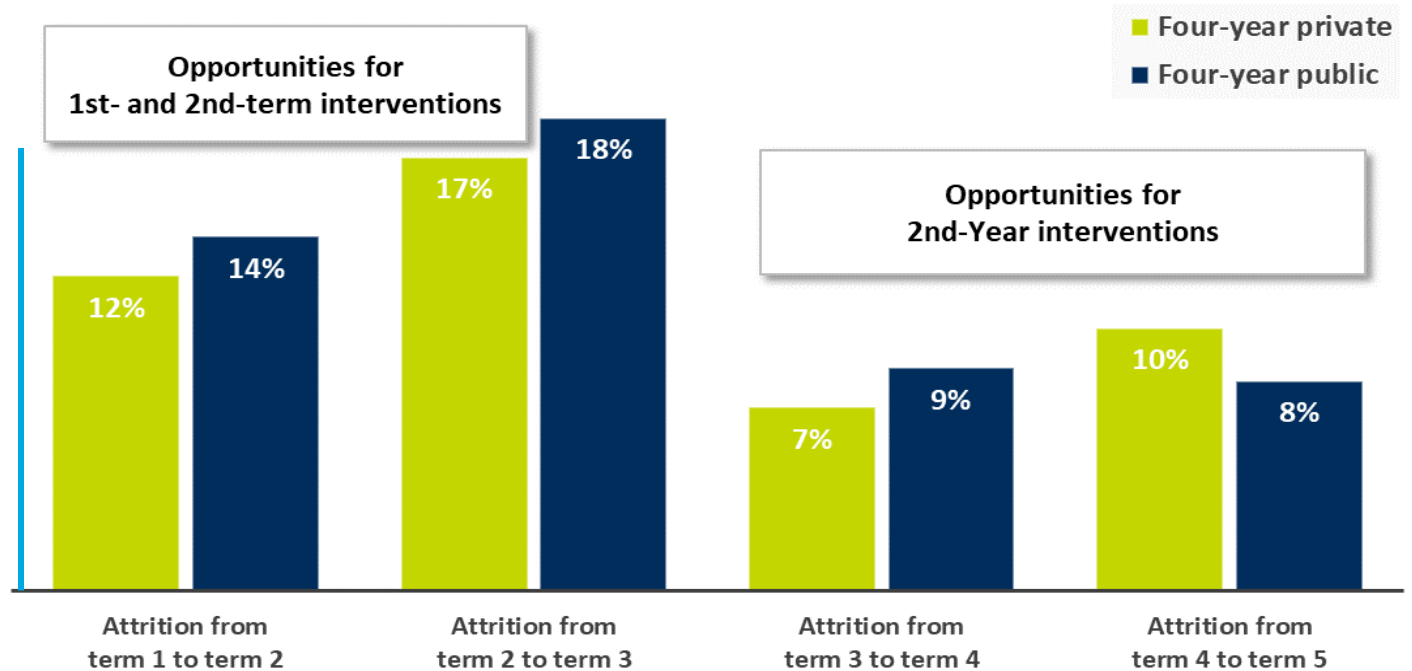
Do you know which of your students plan to leave and what they need to be successful?

When is the “best time” to engage your students?

Engage your students as early as possible....

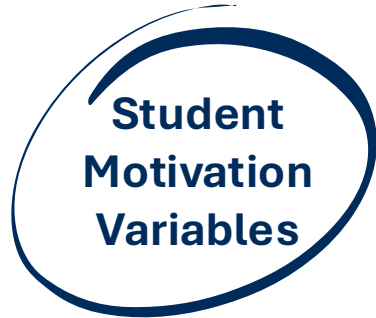
Summer Melt

10-40%
of high-school
graduates



A conceptual framework for retention:

**Entering
Student
Variables**

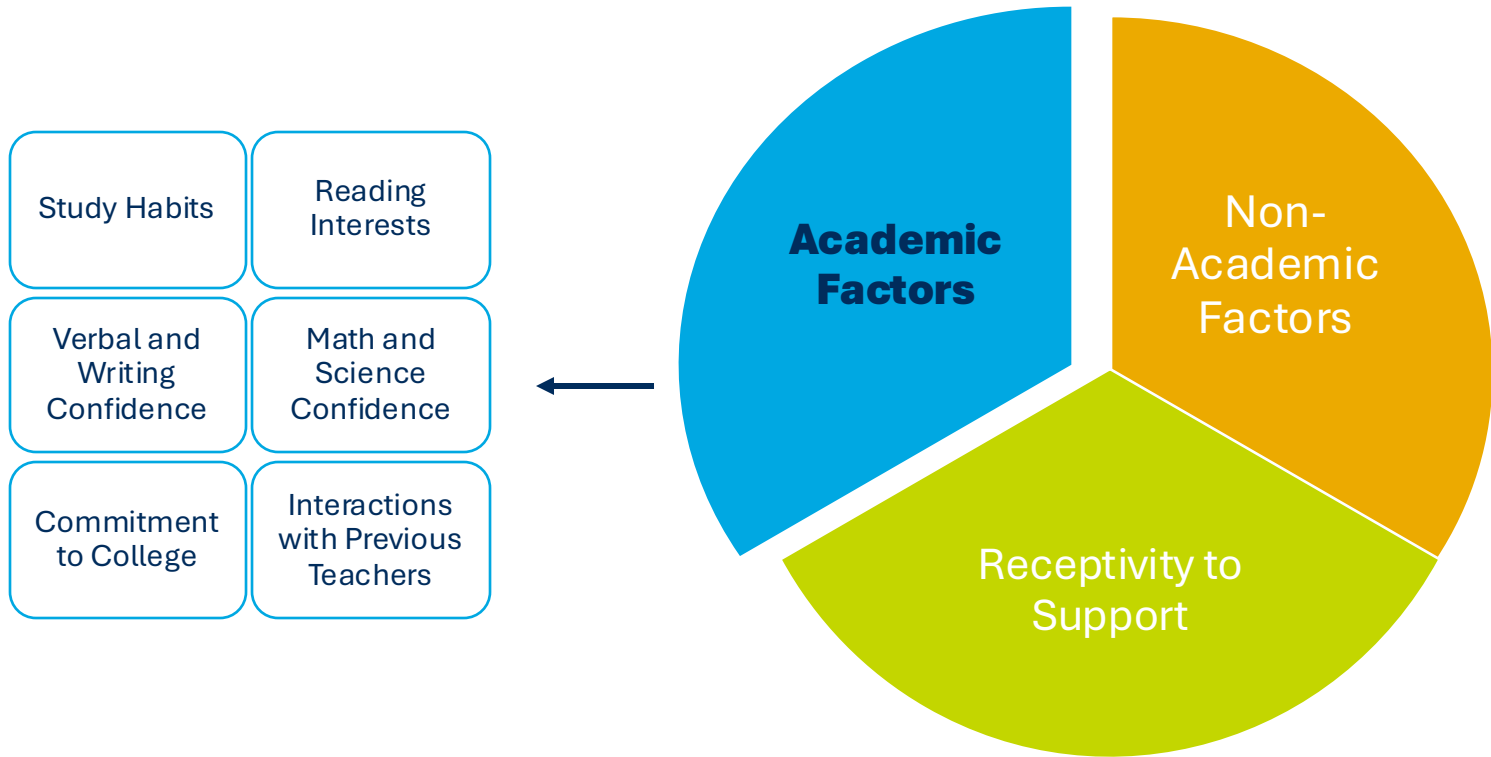


**Student
Integration
Variables**

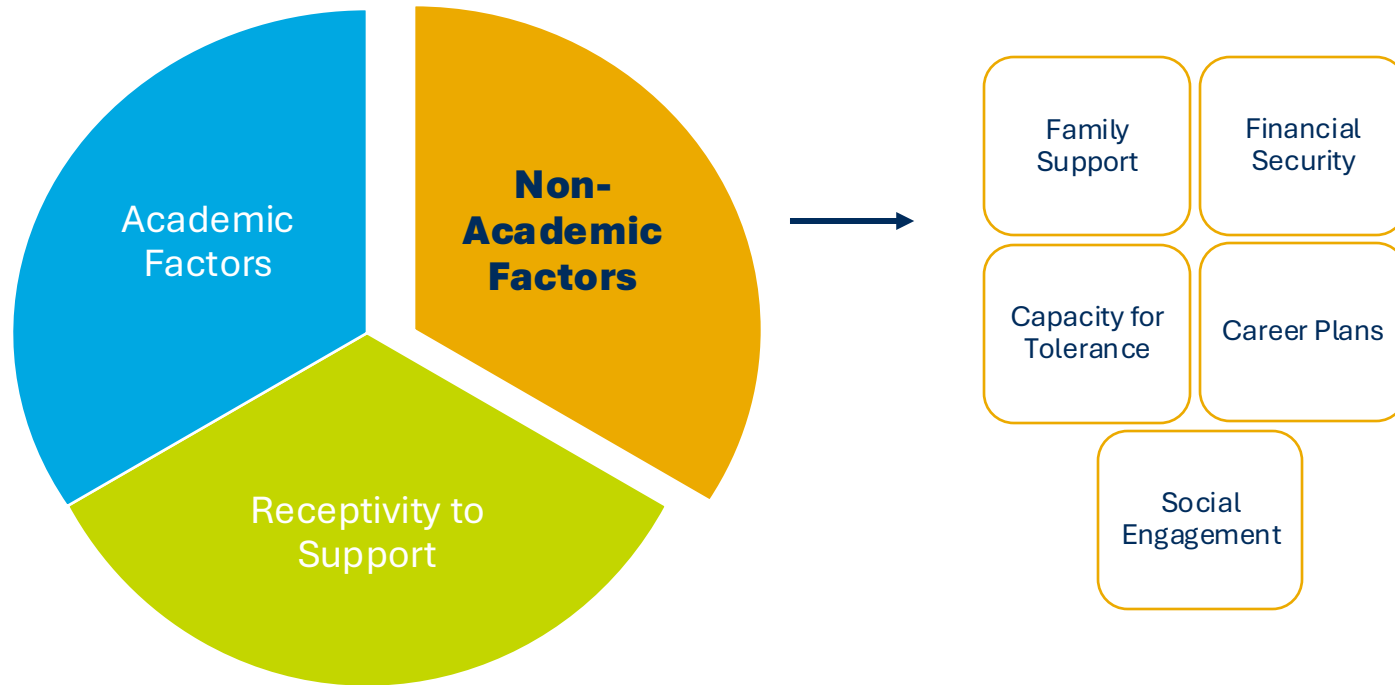


**Student's
Likelihood to
Persist**

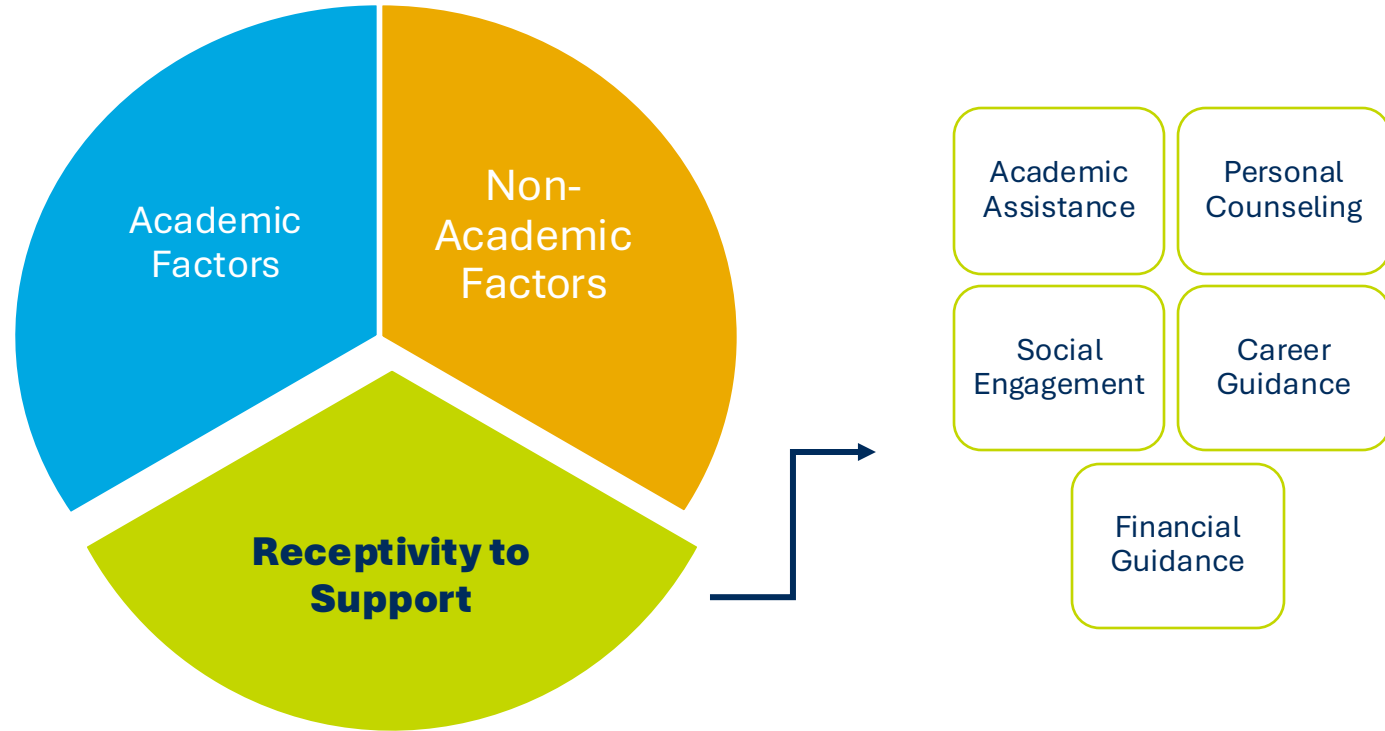
Student Motivation Variables



Student Motivation Variables



Student Motivation Variables



Top 10 Priorities: Incoming First-Year Students

- ① Would like to meet new friends at an informal gathering..... **73%**
- ② Help selecting an educational plan to get a good job..... **69%**
- ③ Receive help to improve study habits..... **67%**
- ④ Talk about qualifications needed for certain occupations..... **67%**
- ⑤ Find out more about clubs and organizations at college..... **66%**
- ⑥ Would like instruction on how to take college exams..... **65%**
- ⑦ Talk with someone about getting a scholarship..... **63%**
- ⑧ Talk with someone about salaries for future occupations..... **58%**
- ⑨ Meet an experienced student to seek advice..... **55%**
- ⑩ Help selecting an occupation suited to my interests..... **54%**

The College Student Inventory



Identifies students' strengths, challenges, and receptivity to support



Recommendations for early interventions



Incorporate into student success plan



Link students to campus resources and services

Sample Report:

College Student Inventory™

Personal Success Plan for Stacey

The strength of each recommendation is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

Get help in finding a summer job	7.4
Discuss personal relationships and social life with counselor	7.1
Discuss attitude toward school with counselor	7.0
Get help in finding a part-time job	7.0
Get help in obtaining a scholarship	7.0
Discuss emotional tensions with counselor	6.7
Get help with writing skills	6.4
Discuss job market for college graduates	6.4
Get help in selecting a career	6.4
Get help in selecting an academic program	6.4



Other Indications*

Desires to transfer



Advisor/Counselor Report

Instructions

This is a report of Stacey's College Student Inventory results. Please give her a thorough explanation of her Student Report. If you agree with the recommendations, gently encourage her to follow them. When possible, try to make the arrangements 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 CSI Advisor's Guide™ for more details.

Motivational Assessment				Student Background Information	
Academic Motivation	Perc. Rank	Very Low	Very High	High School Academics	
Study Habits	43			Senior Year GPA	B+ Average
Reading Interests	16			Family Background	
Verbal and Writing Confidence	77			Racial/Ethnic Origin	White/Caucasian
Math and Science Confidence	43			Parent's/Guardian's Education	Some College
Commitment to College	44			Parent's/Guardian's Education	Some College
Interactions with Previous Teachers	84			College Experience	
General Coping				Decision to Enroll	Many Months Before
Social Engagement	41			Degree Sought	Master's
Family Support	55			Plans to Work	0 Hours per Week
Capacity for Tolerance	47			Grouping Fields*	
Career Plans	26			Program/Major	Accounting
Financial Security	41			Grouping 2	Response 1
Receptivity to Support Services				Advisor	Phillips
Academic Assistance	51			Grouping 4	Assign 2
Personal Counseling	85			Course Section	FYE101-3
Social Engagement	30				
Career Guidance	51				
Financial Guidance	79				

Internal Validity Excellent

Personal Success Plan for Stacey

The strength of each recommendation is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

Get help in finding a summer job	7.4
Discuss personal relationships and social life with counselor	7.1
Discuss attitude toward school with counselor	7.0
Get help in finding a part-time job	7.0
Get help in obtaining a scholarship	7.0
Discuss emotional tensions with counselor	6.7
Get help with writing skills	6.4
Discuss job market for college graduates	6.4
Get help in selecting a career	6.4
Get help in selecting an academic program	6.4

Notice

Students may request that their report be removed from your file at anytime.

Other Indications*

Desires to transfer

*This information is not shown on the student's copy.

CSI – Aggregate/Cohort Report

College Student Inventory™ - Form B
Summary and Planning Report for Demonstration University
 CSI Completion Date

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

**Top 10
 recommendations**

Section B

Recommendations

By Type	Mean Priority Scores	% of Students Requesting Assistance	By Percent of Students Requesting Assistance	Mean Priority Scores	% of Students Requesting Assistance
Get help with exam skills	6.70	69%	Get help with study habits	6.77	72%
Get help with study habits	6.77	72%	Discuss the qualifications for careers	6.62	70%
Get help with writing skills	6.28	58%	Get help with exam skills	6.70	69%
Get help with basic math skills	6.22	58%	Discuss advantages/disadvantages of careers	6.15	60%
Get tutoring in selected areas	6.20	56%	Discuss job market for college graduates	6.26	59%
Get help with reading skills	5.96	53%	Get help with writing skills	6.28	58%
Discuss attitude toward school with counselor	5.50	18%	Get help with basic math skills	6.22	58%
Discuss an unwanted habit with counselor	5.12	28%	Get help in meeting new friends	6.24	57%
Discuss personal relationships and social life with counselor	5.37	34%	Get help in selecting a career	6.04	56%
Discuss family problems with counselor	5.06	27%	Get tutoring in selected areas	6.20	56%
Discuss emotional tensions with counselor	5.29	32%	Get information about clubs and social organizations	5.94	54%
Discuss unhappy feelings with counselor	5.27	32%	Get help in obtaining a scholarship	5.94	53%
Discuss the qualifications for careers	6.62	70%	Get help with reading skills	5.96	53%
Get help in selecting an academic program	5.79	50%	Get help in finding a part-time job	5.90	53%
Discuss job market for college graduates	6.26	59%	Get advice from an experienced student	5.84	50%
Get help in selecting a career	6.04	56%	Get help in selecting an academic program	5.79	50%
Discuss advantages/disadvantages of careers	6.15	60%	Get help in finding a summer job	5.63	49%
Get help in finding a part-time job	5.90	53%	Get information about student activities	5.74	47%
Get help in obtaining a loan	5.15	38%	Get help in obtaining a loan	5.15	38%
Get help in obtaining a scholarship	5.94	53%	Discuss personal relationships and social life with counselor	5.37	34%
Get help in finding a summer job	5.63	49%	Discuss emotional tensions with counselor	5.29	32%
Get help in meeting new friends	6.24	57%	Discuss unhappy feelings with counselor	5.27	32%
Get information about student activities	5.74	47%	Discuss an unwanted habit with counselor	5.12	28%
Get advice from an experienced student	5.84	50%	Discuss family problems with counselor	5.06	27%
Get information about clubs and social organizations	5.94	54%	Discuss attitude toward school with counselor	5.50	18%

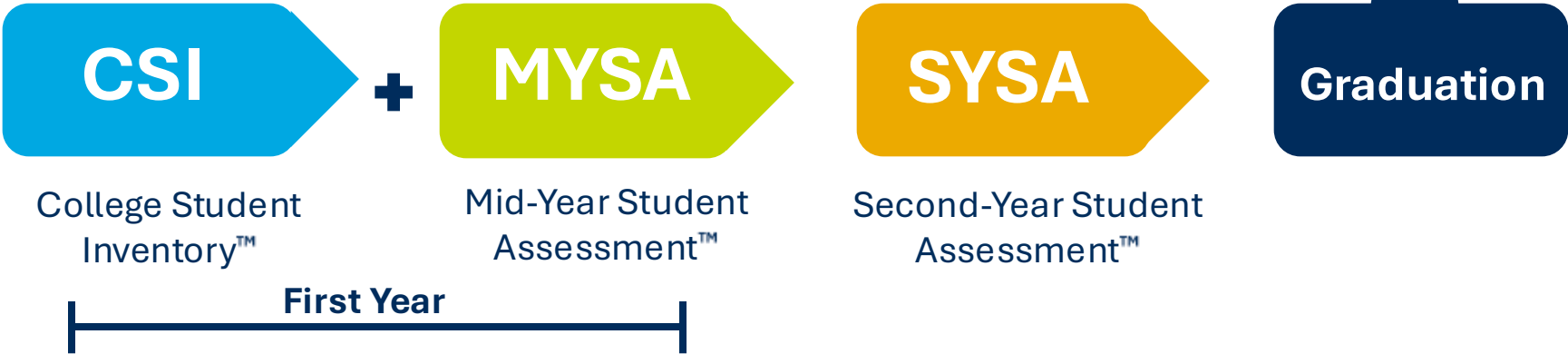
Note: The percentage score is based on the number of students whose request for assistance on each item was 6 or higher (in a range of 1-10). Items in the shaded area represent the top ten requests.

Retention Management Surveys: Post-enrollment analytics



Retention Management System™

Early identification + early intervention to increase student success



The Mid-Year Student Assessment™ (MYSA)



1. Shows student growth and development
2. Requests for assistance at mid-year
3. Insights into factors contributing to risk
4. Plans for next semester and beyond



Sample Report:

Mid-Year Student Assessment™

Jane Smith ID#

Gender: Female, Age 19,

Student Status: Not Applicable

Month, Day Year

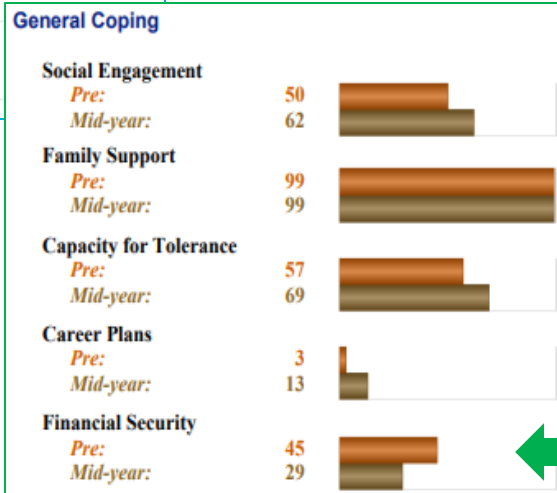
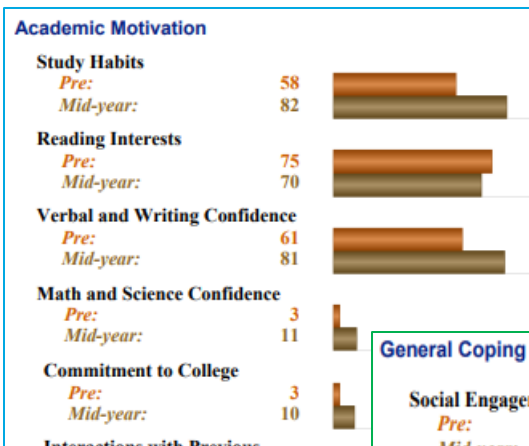
Mid-Year Student Assessment™

Sample College

Advisor/Counselor Report

Instructions

This report details the changes in Jane's self-reported scores on the College Student Inventory (Pretest) to now. The percentile ranks for both the Pretest and the Mid-Year Student Assessment show how the scores compare to a larger sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than those shown on this report. (In the absence of a Pretest, Motivational Assessment scores will not appear.)



Motivational Assessment	Perc. Rank	Very Low	Very High	Student Information
Academic Motivation				Academics
Study Habits	Pre: 58 Mid-year: 82			Senior Year GPA: A Average First Term (projected): Between A and B
Reading Interests	Pre: 75 Mid-year: 70			Academic Knowledge * High School: Middle 20% College: Next to the Highest 20%
Verbal and Writing Confidence	Pre: 61 Mid-year: 81			Academic Ability * Pre: Average Mid-year: Slightly Above Average
Math and Science Confidence	Pre: 3 Mid-year: 11			Study Time Needed Mid-year: More Than Expected
Commitment to College	Pre: 3 Mid-year: 10			Work Plans Pre: 1-10 Hours per Week Mid-year: 1-10 Hours per Week
Interactions with Previous Teachers				Degree Plans
Pre: 66 Mid-year: 83				Pre: I am not sure of my plans at this time. Mid-year: Professional
General Coping				College Plans *
Social Engagement	Pre: 50 Mid-year: 62			Mid-year: Complete Degree Here
Family Support	Pre: 99 Mid-year: 99			Family Background *
Capacity for Tolerance	Pre: 57 Mid-year: 69			Racial Origin: Hispanic or Latino Mother's/Guardian's Education: Professional Father's/Guardian's Education: Bachelor's
Career Plans	Pre: 3 Mid-year: 13			Grouping Fields*
Financial Security	Pre: 45 Mid-year: 29			

* Not Displayed on Student Report

Improve student success initiatives and graduation rates in the second-year

Second-Year Student Assessment™



- Administered to second-year students towards end of freshmen year or fall of second year
- Results ready immediately
- Reviewed by student and advisor
- Retention Planning Reports provide national comparison data and student satisfaction results

**Student-
Identified
Priorities**



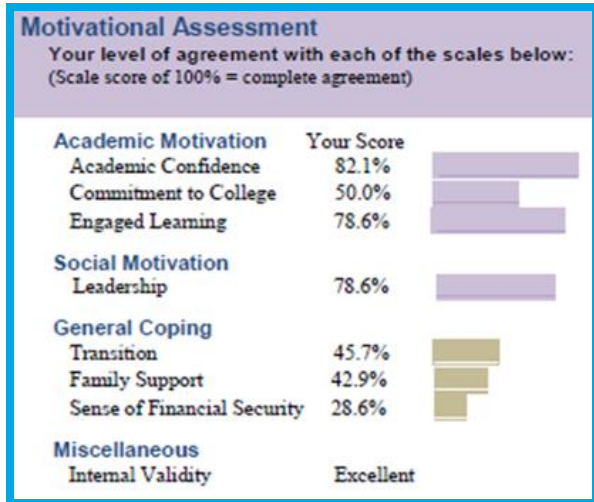
**Identified academic and
non-academic risk
factors and transfer/
re-enrollment plans**



**Individual and
Institutional
Action Planning**

Sample Report:

Second-Year Student Assessment™



Second-Year Student Assessment™

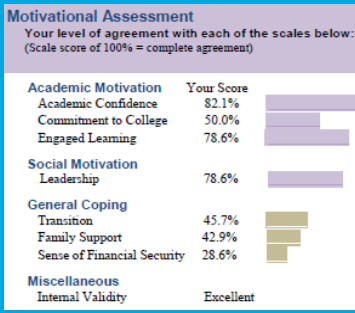
Marie Doe
Student Report

Marie Doe
Female, Age xx, ID# 44444
Sample College
Month DD, YYYY

Instructions

Marie, this is a report of your responses to the Second-Year Student Assessment. This institution provides many services to support your success, and we encourage you to take advantage of the assistance available. (See Needs and Interests 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 5 on any item in Institutional Impressions.
- you indicated that you want to receive assistance this year in any area of Needs and 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

Needs and Interests

Your receptivity to assistance in each area below:

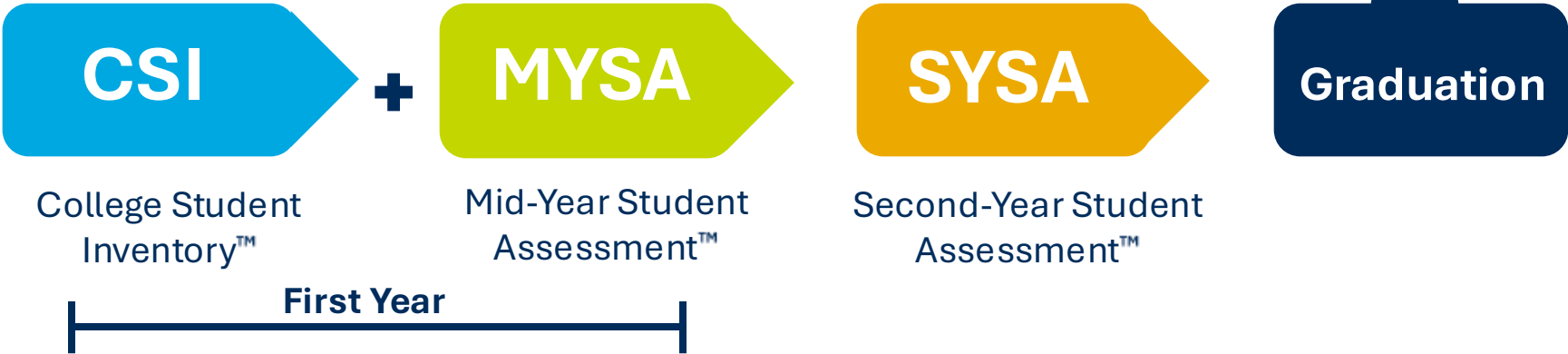
	Did you receive assistance last year?	Do you want to receive assistance this year?	Potential sources of assistance
Academic Assistance			
Get help with study skills (time management, exam skills).	No	No	Talk with your instructors or your advisor about learning skills services available at your institution.
Find tutors in one or more of my courses.	No	Yes	
Advising			
Select an academic program or major.	No	Yes	Talk with your advisor or an instructor for assistance with questions about your major, academic plans, grades, or transfer issues.
Prepare a written academic plan for graduation.	No	Yes	
Figure out the impact of my grades on my desired major.	No	Yes	

	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, exam skills).	No	No	Talk with your instructors or your advisor about learning skills services available at your institution.
Find tutors in one or more of my courses.	No	Yes	
Advising			
Select an academic program or major.	No	Yes	Talk with your advisor or an instructor for assistance with questions about your major, academic plans, grades, or transfer issues.
Prepare a written academic plan for graduation.	No	Yes	
Figure out the impact of my grades on my desired major.	No	Yes	
Discuss transfer questions and issues.	No	Yes	

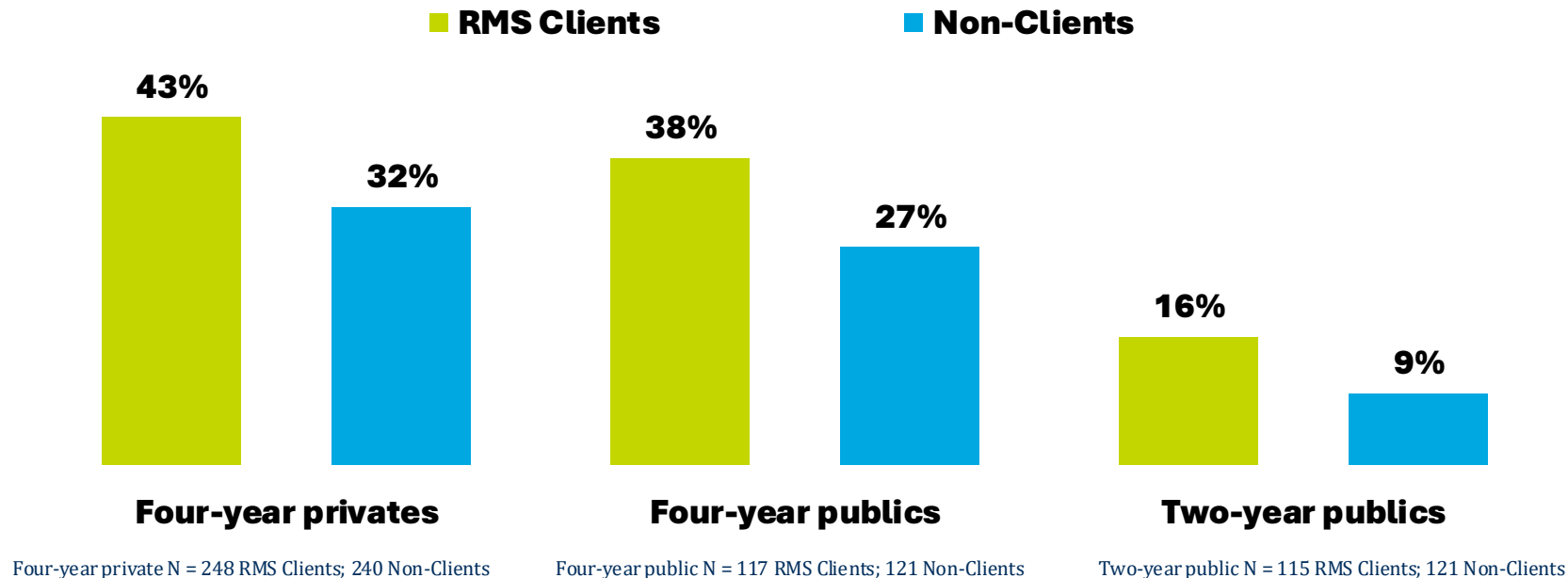
Yes	Visit your career services office to explore career options and work experiences that are right for you.
Yes	
Yes	
No	Visit your financial aid office to get information about services available to assist you in one or more of these areas.
No	
No	
Yes	The office of student affairs can direct you to services in these areas.
Yes	
Yes	

Retention Management System™

Early identification + early intervention to increase student success



Graduation Rates for RMS Clients vs. Non-Clients Across Institution Types



Source: RNL (2023). Internal Proprietary Data. Ruffalo Noel Levitz, Cedar Rapids, IA.

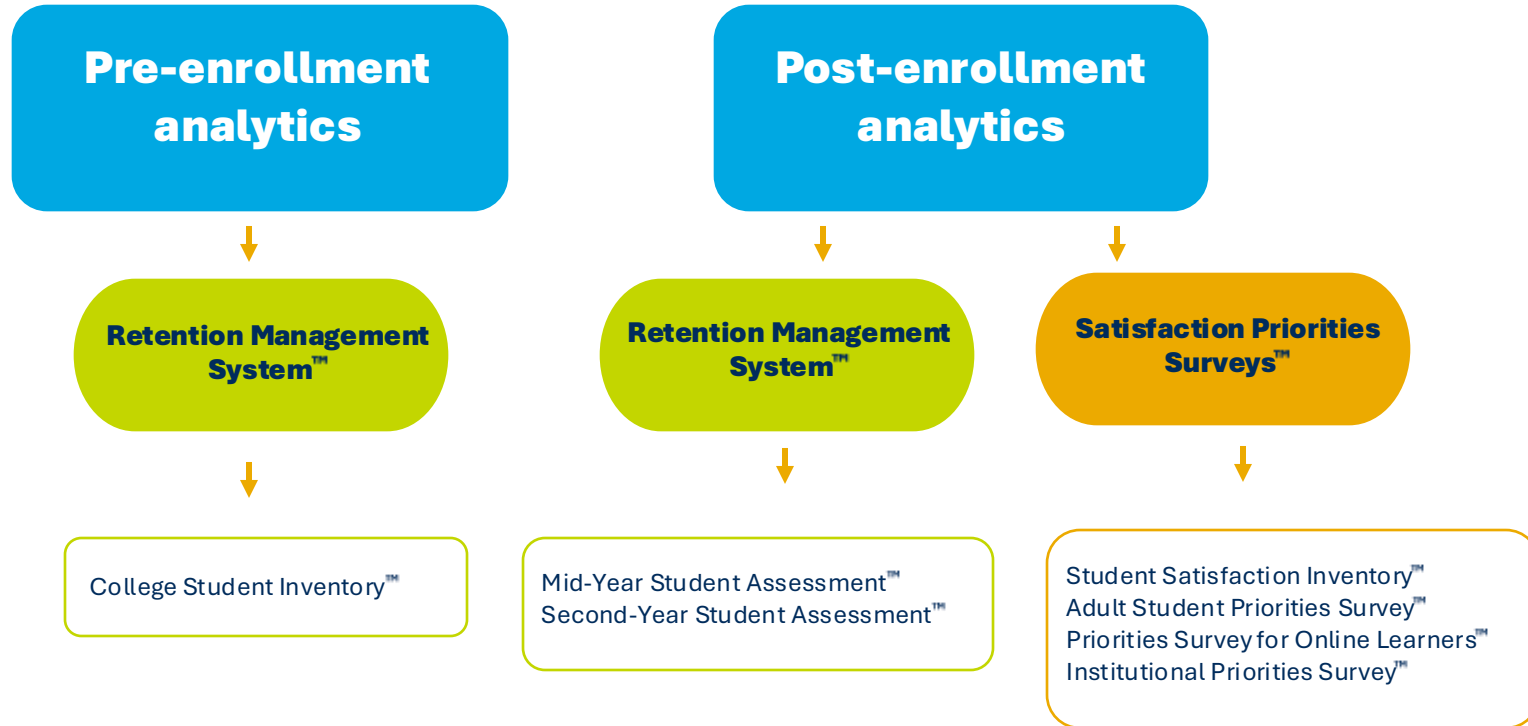
U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), [2018], Graduation Rates. Retrieved from <https://nces.ed.gov/ipeds/use-the-data-on-01/08/2023>

RNL Retention Management System

Why, What, Who, When, How


WHY?	To proactively understand and address the motivations, needs (academic and non-academic) and receptivity to campus supports of your students. Informs individual advising, program evaluation and development. The survey results directly impact retention and graduation rates. Clients report, on average, a 2-3% increase in retention, and 7-11% higher graduation rates.
WHAT?	The RNL Retention Management Surveys (RMS): <ul style="list-style-type: none">• College Student Inventory (incoming undergraduate, graduate, transfer, adult and online students at four-year and two-year institutions)• Mid-Year Student Assessment (CSI post-assessment; re-assess students at the mid-point of their first year)• Second-Year Student Assessment (undergraduate students entering their 2nd year)
WHO?	Incoming student population(s), with the ability to view the data for subpopulations.
WHEN?	Fall and spring (if applicable) semesters; recommended to gather data annually.
HOW?	Online administrations through RNL's system; Admissions checklist, Orientation, First Year Experience, and Email invitations; Typical response rates are 80%.

RNL Student Success



**Satisfaction Priorities
Surveys:
Post-enrollment analytics**





Do you know your institutional strengths and challenges from the student perspective and how your satisfaction levels compare with students nationally?



Definition of Satisfaction

When expectations are met or exceeded by the student's perception of the campus reality

- Schreiner & Juillerat, 1994

Why should we survey?



No Data

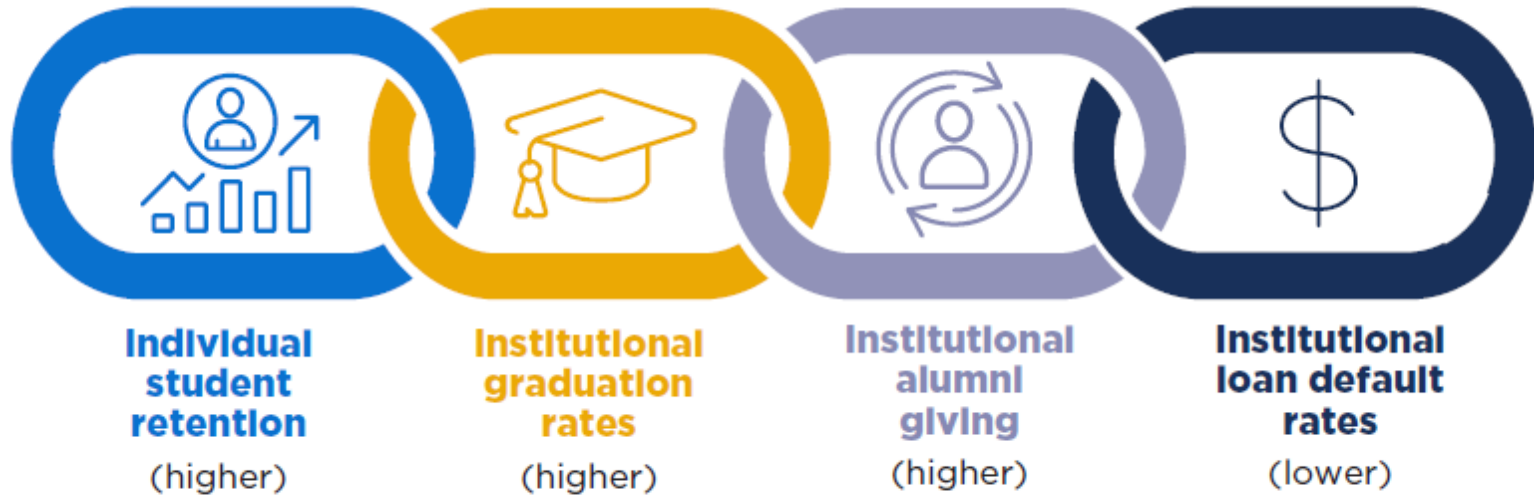


No Direction

on how to impact
student satisfaction

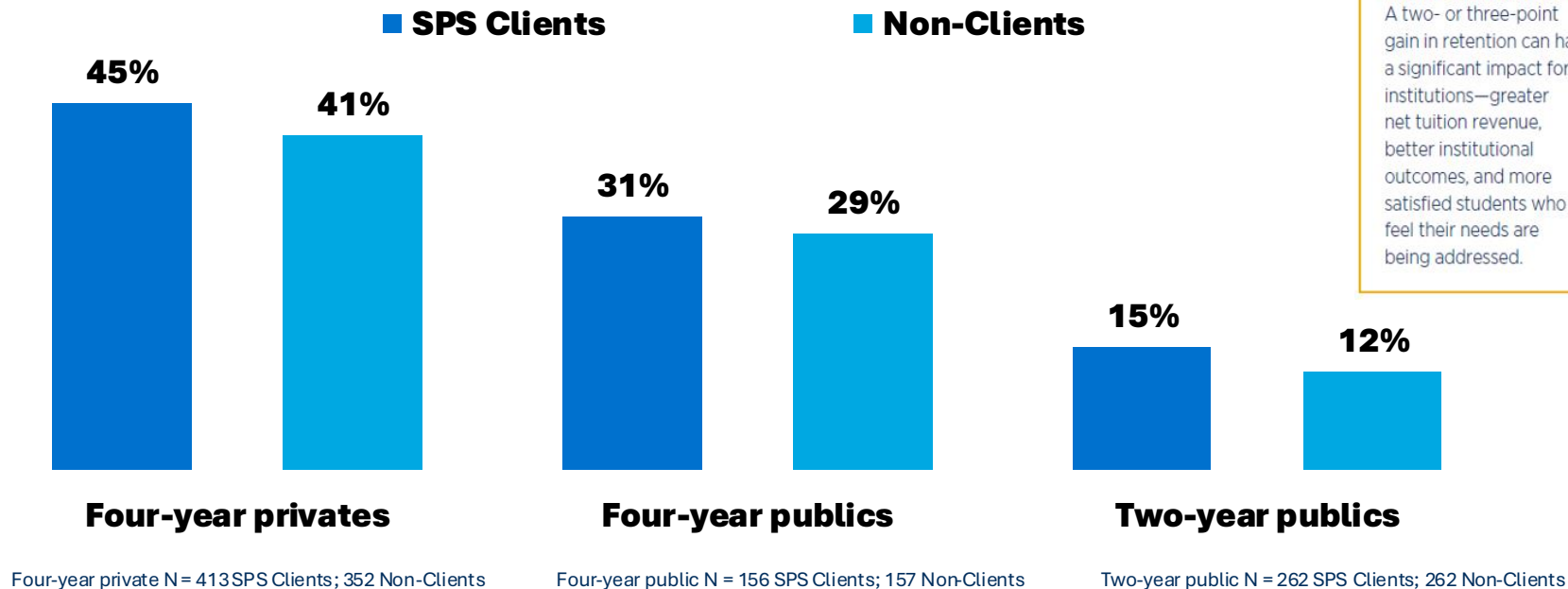
Student satisfaction matters for the health of your institution

Student satisfaction has been positively linked with



RuffaloNL.com/Assessment

Graduation Rates for SPS Clients vs. Non-Clients Across Institution Types



Source: RNL (2023). Internal Proprietary Data. Ruffalo Noel Levitz, Cedar Rapids, IA.
U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), [2018], Graduation Rates.
Retrieved from <https://nces.ed.gov/ipeds/use-the-data-on/01/08/2023>

Effective Practices for Student Success, Retention and Completion

Effectiveness of retention practices

	Institution type	Using method	Very or somewhat effective
Using student satisfaction assessment data to make changes to address attrition	4-Year Private	90%	75%
	4-Year Public	83%	73%
	2-Year Public	79%	70%

Why administer the survey instruments from RNL?



They measure both the level of satisfaction and the level of importance, giving you results that show what truly matters to students.



The surveys capture perceptions of the student experience inside and outside of the classroom.



You can track institutional trends, year over year, to show improvements in student satisfaction.



You can slice the results by all demographic responses to see how particular subpopulations respond differently on key items.



Most surveys can be completed in just 15 to 20 minutes online.



You receive benchmarks within three weeks that compare your students' scores to peer institutions, so you know where your students are significantly more or less satisfied.

RNL Satisfaction-Priorities Surveys

Select the version(s) based on the institution type and the student populations being served

Student Satisfaction Inventory (SSI):

Students on-ground at four-year and two-year institutions

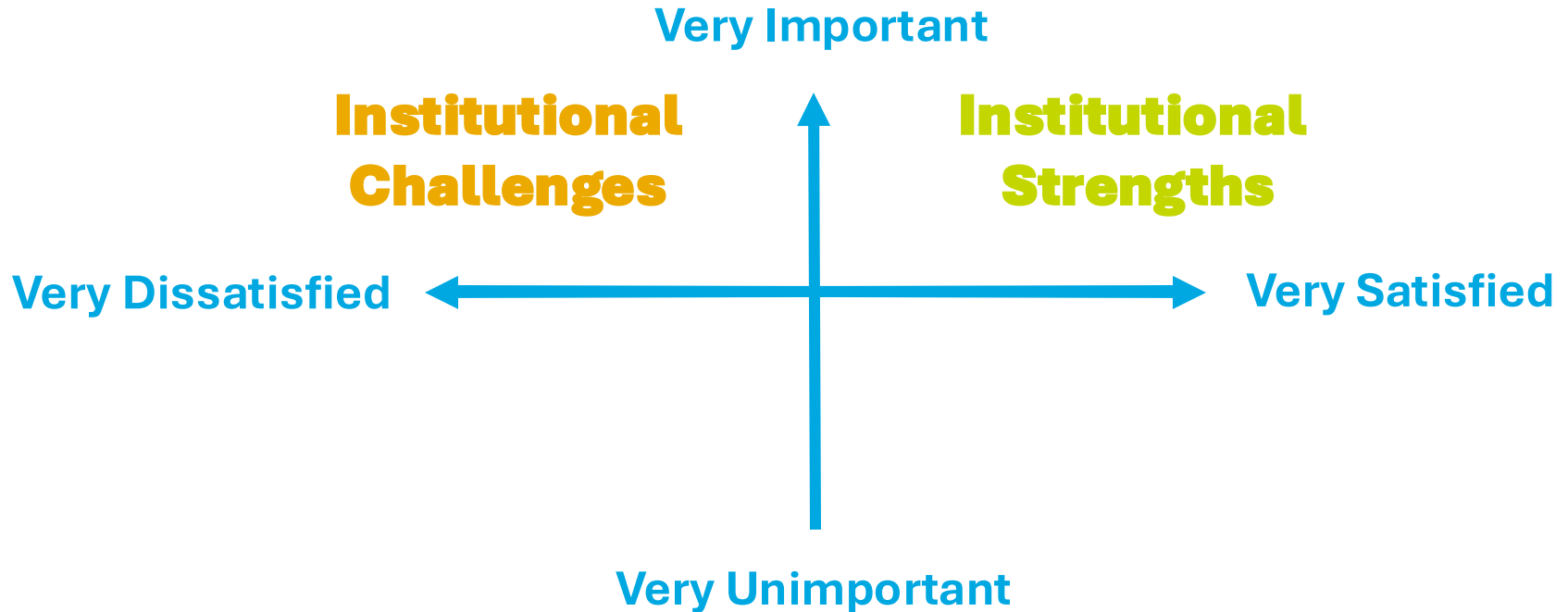
Adult Student Priorities Survey (ASPS):

Adult Graduate and Undergrad

Priorities Survey for Online Learners (PSOL):

Students in Online Learning Programs

Matrix for prioritizing action



Student satisfaction data provides the student perspective to impact multiple campus efforts



- **Retention/Student Success:** By working to improve the student experience in areas that students value, you are more likely to retain the students you worked hard to recruit.
- **Strategic Planning:** Providing the student voice for institutional strengths and challenges along with an understanding of why students choose to attend your institution and if you are their first choice.
- **Accreditation:** Documenting satisfaction shifts over time to reflect where your institution is actively working to best serve your students.
- **Recruitment:** Identifying student-perceived strengths to inform key areas you will want to emphasize in your marketing materials.



What's in it for me?

What will an RNL satisfaction assessment tell you about your institution?

This is what you will learn from your student population



Overall levels of satisfaction



Likelihood to re-enroll



Institutional strengths and challenges



Satisfaction compared with students nationally



Perceptions of subset student populations by demographics



First-choice institution perceptions



Factors in the decision to enroll



Shifts in student satisfaction over time

SPS Executive Summary Data Available

Bottom Line Indicators

Satisfied / Very Satisfied

How satisfied are our students compared with students nationally?

Percentages below indicate the students indicating Satisfied/Very Satisfied.

Probably / Definitely Yes

How likely are our students to enroll again, if they had it to do over?

Percentages below indicate the students indicating Probably/Definitely yes.

71%

Our Institution

54%

National

77%

Our Institution

63%

National

Top 5 Factors to Enroll

Item	Importance %
Financial aid as factor in decision to enroll.	88%
Cost as factor in decision to enroll.	77%
Academic reputation as factor in decision to enroll.	74%
Personalized attention prior to enrollment as factor in decision to enroll.	64%
Size of institution as factor in decision to enroll.	57%

Gender

Class Level

Institutional Choice

Demographic Responses

N

%

Female	170	68.27%
Male		
Prefer not to respond		
Transgender		
Genderqueer		
Additional gender category		
Total		
No Answer		

Demographic Responses

N

%

Freshman	60	24.19%
----------	----	--------

Demographic Responses

N

%

1st choice	190	76.92%
	41	16.60%
	16	6.48%
	247	100.00%
	13	

Strengths

Item

- ★ Campus item 5
- ★ Campus item 9
- ★ Faculty are usually available after class and during office hours.
- ★ Faculty care about me as an individual.
- ★ I am able to experience intellectual growth here.
- ★ My academic advisor is approachable.
- ★ Nearly all of the faculty are knowledgeable in their field.
- ★ Students are made to feel welcome on this campus.
- ★ The campus staff are caring and helpful.
- ★ There is a commitment to academic excellence on this campus.
- ★ This institution has a good reputation within the community.
- ★ This institution shows concern for students as individuals.

Challenges

Item

- ❑ The content of the courses within my major is valuable.
- ❑ The campus is safe and secure for all students.
- ❑ The instruction in my major field is excellent.
- ❑ I am able to register for classes I need with few conflicts.
- ❑ Tuition paid is a worthwhile investment.
- ❑ Faculty are fair and unbiased in their treatment of individual students.
- ❑ Adequate financial aid is available for most students.
- ❑ Security staff respond quickly in emergencies.
- ❑ There is a good variety of courses provided on this campus.
- ❑ Faculty provide timely feedback about student progress in a course.
- ❑ Adjunct faculty are competent as classroom instructors.
- ❑ Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc)
- ❑ Faculty take into consideration student differences as they teach a course.
- ❑ There are adequate services to help me decide upon a career.
- ❑ Counseling staff care about students as individuals.

National Four-year Private results

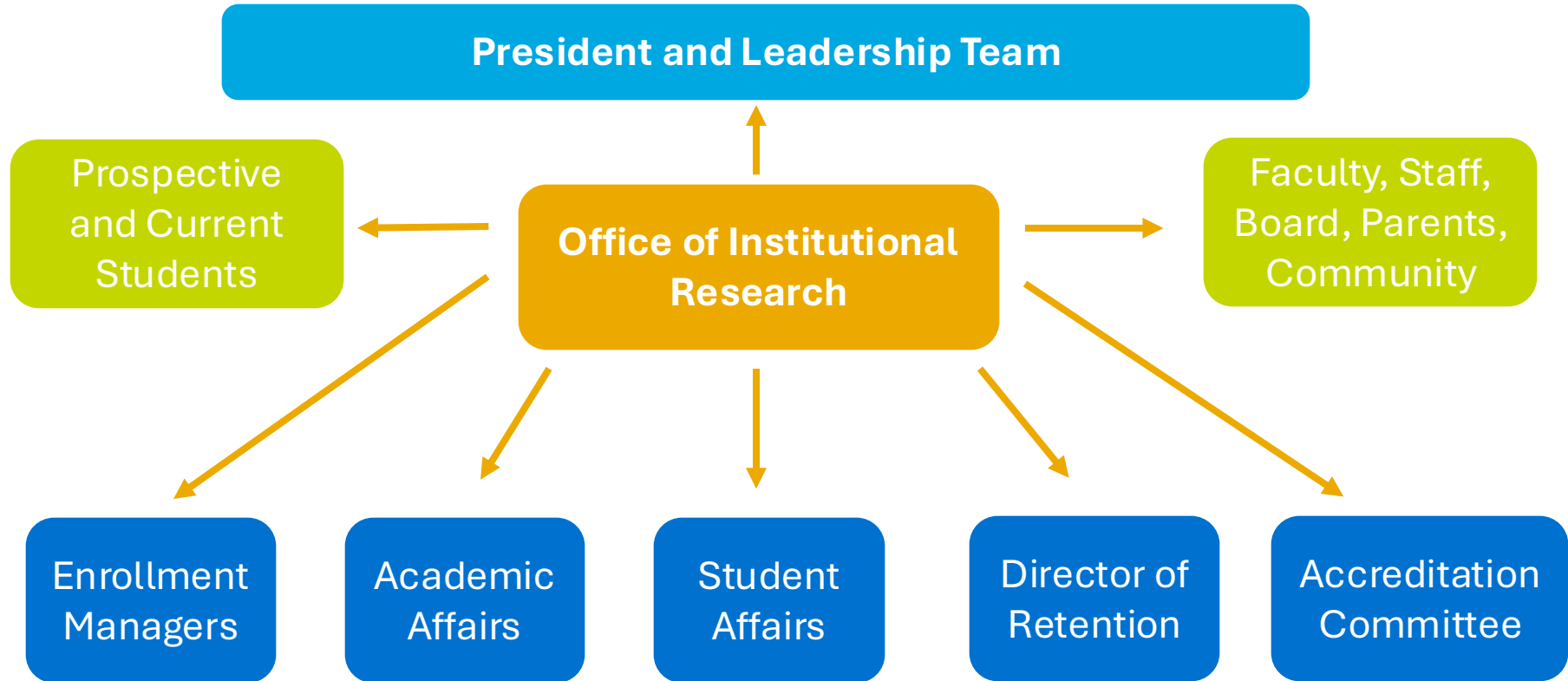
Strengths

- Nearly all of the faculty are knowledgeable in their field.
- The content of courses within my major is valuable.
- The instruction in my major field is excellent.
- My academic advisor is knowledgeable about requirements in my major.
- I am able to experience intellectual growth here.

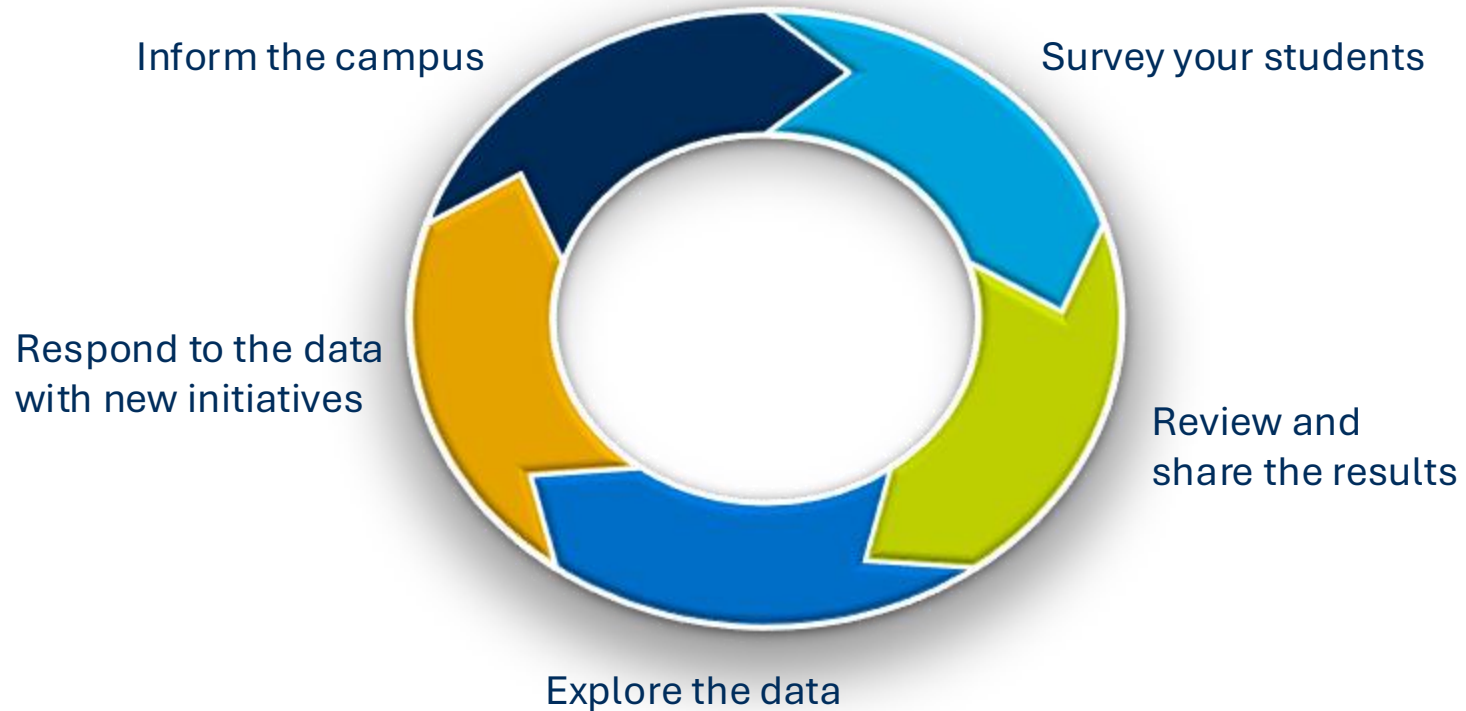
Challenges

- I am able to register for classes I need with few conflicts.
- It is an enjoyable experience to a student on this campus.
- Tuition paid is a worthwhile investment.
- Faculty are fair and unbiased in their treatment of individual students.
- This institution shows concern for students as individuals.

Student satisfaction is relevant across campus



Systematic Assessment Cycle



RNL Satisfaction-Priorities Surveys

Why, What, Who, When, How

WHY? To understand the perceptions of your students to inform and guide institutional efforts for student success, strategic planning, accreditation, and recruitment messaging.

WHAT? The RNL Student Satisfaction-Priorities Surveys (SPS):

- Student Satisfaction Inventory (students at four-year and two-year institutions)
- Adult Student Priorities Survey (graduate students and adult undergrad at four-year institutions)
- Priorities Survey for Online Learners (students in online learning programs, undergrad and grad levels)

WHO? Entire student population, with the ability to view the data for demographic subpopulations.

WHEN? Either the fall or the spring semester – or on another timeline that works best for you; recommended to gather data on an every-other-year cycle.

HOW? Online administrations through RNL's system; Email invitations or QR codes for invitations; Typical response rates are 20%.

Key Strategies and Takeaways





Retention strategies & conversations for your campus

- Do you know the priorities and expectations of your students?
- Are you aware of which incoming students are at-risk of attrition?
- How can you create more opportunities for student “buy-in” before classes begin?
- What is the best way to ensure you have reliable and actionable data?
- Who owns student success and retention on your campus?

Data can guide and inform institutional actions



Appropriate actions to take

Key takeaways

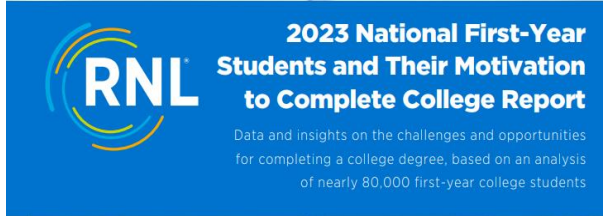
Aligning strategies, resources, and tools

- Pre and post enrollment data is vital to identify at-risk students and essential services or programs that need to be strengthened.
- Tools are only as good as they are used – all efforts need to be coordinated and monitored using key enrollment/student success data throughout the process.
- Early and consistent re-recruiting efforts must happen throughout the student experience to impact student success.
- Focusing on student success yields positive results for both overall enrollment and future fundraising efforts.

Comparing the Motivation and Satisfaction Surveys

	Motivation (RMS)	Satisfaction (SPS)
WHO	Targeted Populations: <ul style="list-style-type: none"> • First-year students • Mid-year • Second-year students 	Entire Population
WHY	Early Alert Retention/Student Success	Strategic & Retention Planning KPIs, QEP, Accreditation
WHEN	June – September	October – April
LEAD TIME TO WHEN DATA ARE AVAILABLE	One week for account set ups; available to students for a period of time; individual results available immediately ; cumulative results when admin complete	One week for account set ups; one week for customization; surveys available for two-three weeks; results available three weeks after account closes
RESULTS	Individual reports for students/advisors plus lists and summaries of results	Institutional level reporting plus ability to slice data by demographics
CONTACT	Laura Breckner	Shannon Cook

A focus on college completion initiatives



2023 National First-Year Students and Their Motivation to Complete College Report

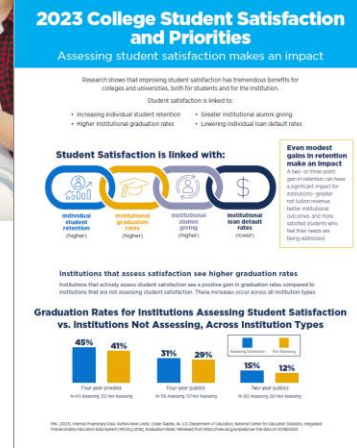
Data and insights on the challenges and opportunities for completing a college degree, based on an analysis of nearly 80,000 first-year college students




2023 Effective Practices for Student Success, Retention, and Completion Report
Four-year public institutions



2023 Effective Practices for Student Success, Retention, and Completion Report
Four-year private institutions

2023 College Student Satisfaction and Priorities
Assessing student satisfaction makes an impact

Research shows that improving student satisfaction has tremendous benefits for colleges and universities, both for students and for the institution.

Student satisfaction is linked to:

- Increasing individual student earnings
- Greater institutional alumni giving
- Higher institutional graduation rates
- Lowering individual loan default rates

Student Satisfaction is linked with:

- Individual Student Retention (upward)
- Institutional graduation rates (upward)
- Institutional Student Debt (downward)
- Institutional Loan Default Rates (downward)

Even modest gains in retention make an impact

One of the most powerful ways to improve student success is by increasing the number of students who complete their degree. Even modest gains in retention can have a significant impact on the number of students who graduate, the number of students who graduate with financial aid, and the number of students who graduate with their needs met.

Institutions that assess satisfaction see higher graduation rates

Institutions that actively assess student satisfaction see a positive gain in graduation rates compared to institutions that do not assess student satisfaction. These increases occur across all institution types.

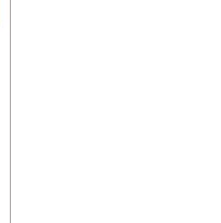
Graduation Rates for Institutions Assessing Student Satisfaction vs. Institutions Not Assessing, Across Institution Types

Institution Type	Assessing Student Satisfaction	Not Assessing Student Satisfaction
Four-year private	45%	41%
Four-year public	31%	29%
Two-year public	15%	12%

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2022 Student Success and Retention Benchmarks
For first-year, second-year, and transfer students at four-year private and public institutions



RuffaloNL.com/Papers



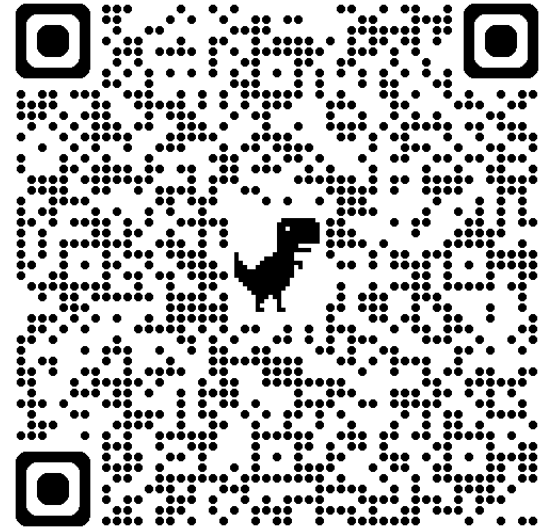
**The Power to Impact
Change is Yours**

Now what? Next steps:

If you're interested in:

- Gaining access to the Student Motivational and Student Satisfaction reports and infographics
- Learning more about how these assessments could be implemented and utilized on your campus
- Discovering if this data is already being used at your institution

Let us know by using this QR code and we will follow up.





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**schedule a quick
consultation**



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Thank you for joining us today!



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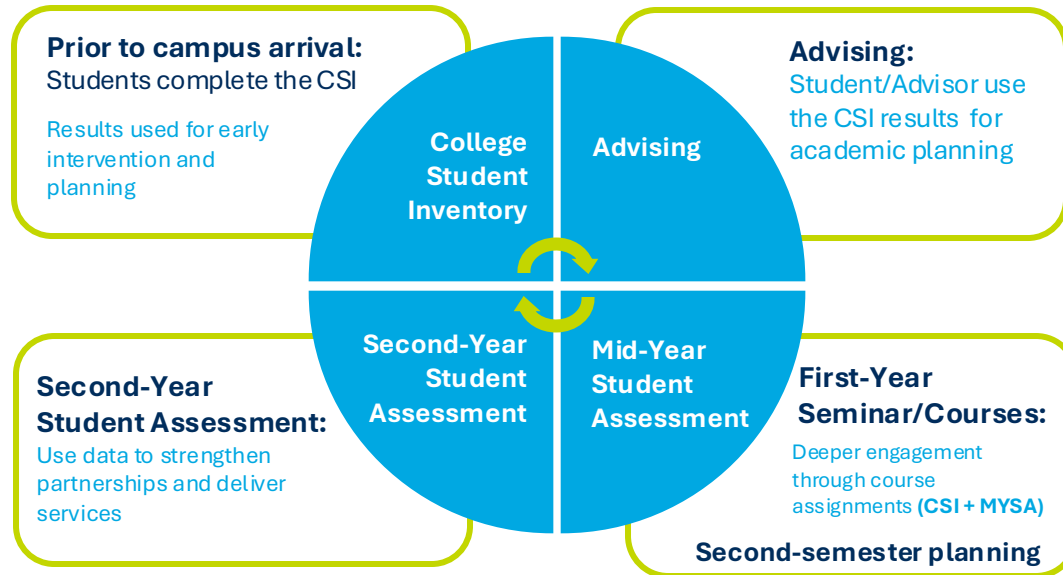


Resources



Integrating RMS Plus

Build a first- through fourth-term student success plan




Top 10 Requests: Mid-Point of the First Year

- ① Receive help with an educational plan to prepare for a good job..... **52%**
- ② Discuss qualifications needed for various occupations..... **52%**
- ③ Discuss salaries and future outlook for various occupations..... **52%**
- ④ Discuss advantages and disadvantages of various occupations..... **51%**
- ⑤ Receive help selecting an occupation suited to my interests and abilities..... **47%**
- ⑥ Help in improving my study habits..... **42%**
- ⑦ Instruction in effective ways to take college exams..... **40%**
- ⑧ Help improving my math skills..... **39%**
- ⑨ Help improving my writing skills..... **39%**
- ⑩ Get information about opportunities for holiday or summer jobs..... **38%**

Top 10 Requests: In the Second Year

- ① Identify work experiences or internships related to my major..... **67%**
- ② Define goals suited to my major or career interests(s)..... **55%**
- ③ Explore advantages and disadvantages of my career choice..... **54%**
- ④ Prepare a written academic plan for graduation..... **49%**
- ⑤ Discuss options for financing my education..... **48%**
- ⑥ Figure out the impact of my grades on my desired major..... **48%**
- ⑦ Find tutors in one or more of my courses..... **43%**
- ⑧ Get help with study skills (time management, taking notes, exam skills, etc.)..... **42%**
- ⑨ Find better ways to manage my personal finances (incl. loans, work, credit cards)..... **42%**
- ⑩ Find ways to balance the demands of school with work..... **42%**



Student Motivation to Complete College

Top 3 Areas of Concern

Source: © Copyright 2023 National First-Year Students and Their Motivation to Complete College Report
Buffalo Noel Levitz, LLC

Social Engagement

Do students feel a sense of belonging?

REQUEST	4-Year Private	4-Year Public	2-Year Public	Overall
Would like to meet new friends at informal gathering	76%	79%	55%	73%
Find out more about clubs and organizations at college	67%	75%	48%	66%
Meet an experienced student to seek advice	54%	60%	46%	55%
Find out about student government and activities on campus	52%	55%	38%	50%

Reflects percentage of students who desire support.

Mental Health and Wellness

Are students' counseling needs being addressed?

WANT TO TALK TO A COUNSELOR ABOUT	4-Year Private	4-Year Public	2-Year Public	Overall
General attitude toward school	17%	20%	20%	19%
Difficulties in social life	16%	17%	15%	16%
Emotional tensions	17%	17%	14%	16%
Feelings of discouragement and unhappy thoughts	14%	15%	13%	14%


Reflects percentage of students who desire support.

Career Assistance

Are students provided a clear path for career guidance?

DESIRED CAREER GUIDANCE	4-Year Private	4-Year Public	2-Year Public	Overall
Help selecting an educational path to get a good job	69%	74%	62%	69%
Talk about qualifications needed for certain occupations	65%	70%	63%	67%
Talk with someone about salaries for future occupations	57%	62%	49%	58%
Help selection an occupation suited to their interests	52%	58%	50%	54%
Talk about advantages/disadvantages of certain occupations	52%	57%	46%	53%

Reflects percentage of students who desire support.



National Student Satisfaction and Priorities

National Four-year Public results

Strengths

- My academic advisor is knowledgeable about requirements in my major.
- Nearly all of the faculty are knowledgeable in their field.
- Major requirements are clear and reasonable.
- I am able to experience intellectual growth here.
- My academic advisor is approachable.

Challenges

- The quality of instruction I receive in most of my classes is excellent.
- I am able to register for classes I need with few conflicts.
- The campus is safe and secure for all students.
- Tuition paid is a worthwhile investment.
- Adequate financial aid is available for most students.

National Community College results

Strengths

- The campus is safe and secure for all students.
- I am able to experience intellectual growth here.
- There are a good variety of courses provided on this campus.
- Students are made to feel welcome on this campus.
- Nearly all of the faculty are knowledgeable in their field.

Challenges

- The quality of instruction I receive in most of my classes is excellent.
- I am able to register for classes I need with few conflicts.
- Faculty provide timely feedback about student progress in a course.
- This school does whatever it can to help me reach my educational goals.
- Faculty are understanding of students' unique life circumstances.