

Steps to Success

Survey setup (occurs after order is placed)

Customize your survey administration

Train your advisors/coaches

Administer your survey

Review your results + Share your data

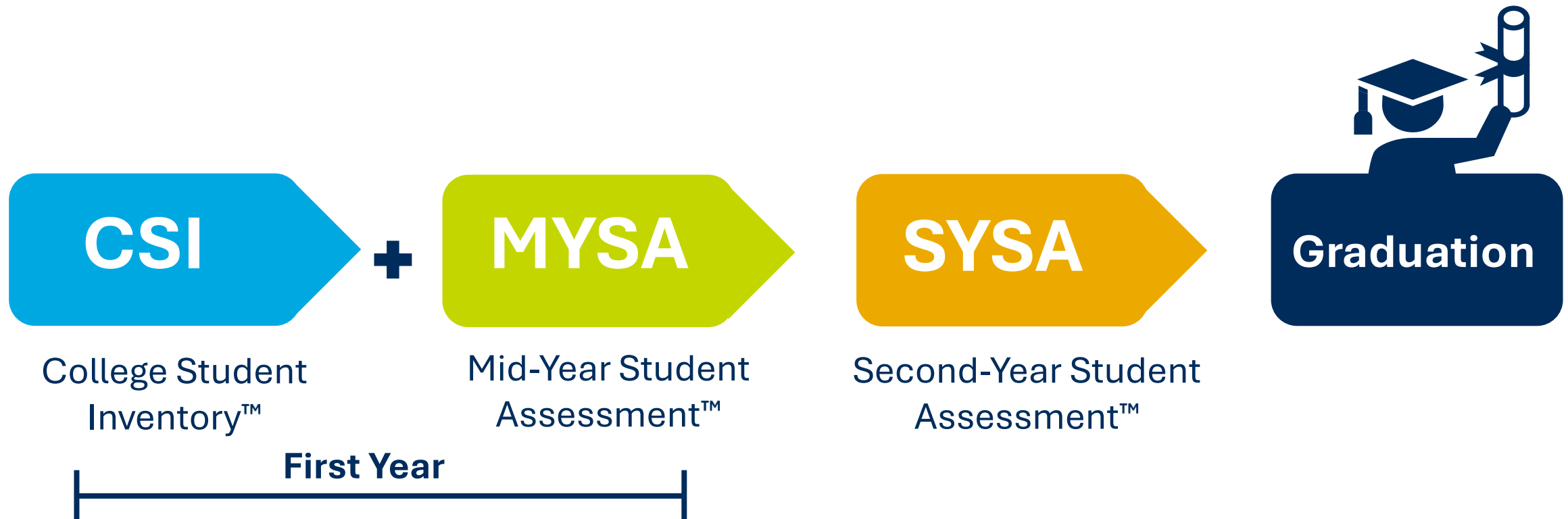
Meet with students and refer to campus resources

Implementation and outreach



Retention Management System

Early identification + early intervention to increase student success



Meeting with students

RMS Advising Resources

- 12-Step outline for group introduction to the student report
- Conversation Starters
- Worksheets and Assignments
- Student contract for next steps
- Student/Advisor video presentation
- www.RuffaloNL.com/RMSResults



A 12-Step Outline for Group Introduction to the Student Report Related to the College Student Inventory™

Excerpts from the Retention Management System Plus™ Resource Guide
By Lana Low, Ph.D.

A 12-Step Outline for Group Introduction to the Student Report

1. I would like to thank our freshman class for such a great response to the College Student Inventory. (Optional: We set a record this year with ___ students. Ask them to give themselves a hand. - Applause)
2. The College Student Inventory is one of the many ways that we can help you achieve your education goals at ____. It would take us an entire class meeting to meet with us and share the information you are able to share with us. Your specific needs and interests on this inventory.
3. Today we are going to share your individual reports with you. Be sure to read your sample report that will help you understand your results.
4. There are five components or types of information on your student report:
 - a. You name, student ID, gender
 - b. Your background information
 - c. The motivation scales
 - d. Recommendations for action
 - e. Written interpretation of your scores on the motivation scales
5. In the upper right-hand corner of your report, you'll see your name. That's how I know which report to give you.
6. On the right-hand side of the front page, is your student background information shared at the beginning of the inventory. This includes:
 - a. High school academics
 - b. Family background
 - c. Information about your college experience, including the student's background, seeking and whether or not you intend to work at a job or internship
7. On the left-hand side of the page, you'll see Motivational Assessment Scales:
 - a. Academic Motivation
 - b. General Coping
 - c. Receptivity to Support Services
 - d. Internal Validity
8. Let's look at each group of scales:
 - a. You have 5 or 6 individual scales within each group
 - b. For each scale you have a percentile rank that represents your score
 - c. Your score is charted on a bar graph which goes from 0 to 100
 - d. Under Academic Motivation, you have six individual scales:
 - i. Study Habits
 - ii. Reading Interests
 - iii. Verbal and Writing Confidence



CSI Conversation Starters – Form B

By Lana Low, Ph.D.

Developmental Based Advising

Instructions: You may choose one or more of the questions to ask the student regarding his or her score on each scale of the College Student Inventory. Feel free to add your own questions if necessary to ask all questions. Feel free to add your own questions if necessary to ask all questions.

Academic Motivation Scales

Study Habits

1. How did you study when you were in high school?
2. Do you prefer to study with someone or by yourself?
3. Describe how you would normally prepare for a class.
4. What do you think of getting tutoring or help from a peer?

Reading Interests

1. Do you like to read?
2. What's the latest book you have read?
3. Do you ever find yourself lost in the world of a book?
4. What kinds of information do you find most interesting?

Verbal Confidence/Math and Science Confidence

1. What were your best or worst subjects in high school?
2. Was it easy to maintain your grades in high school?
3. Are there any areas you anticipate will be difficult for you?
4. Do you feel more confident in math and science now than you did in high school?

Commitment to College

1. When did you decide that you wanted to go to college?
2. Do you find yourself balancing competing interests?
3. Did you ever consider doing something other than going to college?
4. What do you hope to do when you finish college?

Interactions with Previous Teachers

1. Who was your favorite teacher in high school?
2. Did your teachers challenge you intellectually?
3. Did you get to know the administrators in high school?
4. Would you say that, in general, the teachers in high school were good?



Worksheets and Assignments Related to the College Student Inventory™

Excerpts from the Retention Management System Plus™ Resource Guide

Discoveries Worksheet

The Discovery

By Lee Rademacher, Ph.D.
Instructor, Liberal Arts and Social Sciences
Purdue University Calumet

The premise of a discovery is that a student's thoughts and ideas are valuable. Value, however, only occurs when a thinker explores an issue or idea completely.

The discovery defined

A discovery is an examination of a thing, concept, or idea that results in an in-depth description. It demands that a student go beyond a surface explanation, thus, asking him/her to develop a substantive narrative that is written as accurately and clearly as possible.

The discovery process is a form of argumentation

Each discovery is basically a reasoned argument containing a thesis or proposition and a justification that supports that thesis or proposition. As well, a good discovery should have some depth: it should be, at a minimum, three to four sentences in length.

The discovery process allows the student to explore the RMS Report in detail: to look for comparative relationships among categories or to synthesize portions in a way that provides meaning. In other words, the student is asked to find any similarities or dissimilarities between the units of analysis or to find a relationship of some kind between one thing and another.

Through the process of "discovery," the student learns to become a more independent thinker and becomes less reliant upon the authority-centered figure of the instructor for the "correct" answer to things.

You have a copy of the reports from the College Student Inventory you took during the first week of classes. Take the results home and examine them carefully. Consider what they mean to you as a student and as a person.

Your assignment is to find 10 discoveries about yourself from the reports of the College Student Inventory. Your portfolio should include three sections.

Training Options

90 Minute Virtual Training

- RMS Overview (Individual and aggregate reports)
- Survey scales and report interpretation
- Advising resources
- Introduction to the Retention Data Center

1 Day On-campus Workshop

- RMS Overview (Individual and aggregate reports)
- Survey scales and report interpretation
- Advising resources
- Introduction to the Retention Data Center
- Worksheets and case studies for report interpretation
- Customization for implementation-focused discussions across departments

RMS Resources

Retention Data Center Documentation and Video Tutorials:

www.RuffaloNL.com/DataCenter

Data Review Webinar:

www.RuffaloNL.com/RMSDataReview

CSI and MYSA Infographics and Recommended Student Lists:

www.RuffaloNL.com/RMSSharingResults

Advising Resources:

www.RuffaloNL.com/RMSResults

RMS – Summary and Planning Report

The Statistical Summary helps you to answer:



- What are the *strengths and challenges* for all students in the cohort?
- What are the *strengths and challenges* for a particular sub-group of students you are serving?
- What *backgrounds* do your students come from?
- What are the top *recommendations for actions* for this population?

The report can be generated for your full population or by sub-populations

Summary and Planning Report

College Student Inventory™ - Form B
Summary and Planning Report for Sample College
 CSI Completion Date: Month Day Year

Primary Sample Statistics	N	%
Number of Female	139	42.9
Number of Male	179	55.2
Number of Genderqueer; neither exclusively male nor female	3	0.9
Number of Transgender	1	0.3
Number of Unknown	1	0.3
Number of Choose not to disclose	1	0.3
Total Number of Students	324	100.0

Status	N	%
International	10	3.1
Not Applicable	314	96.9

Section A

Local Means on Major Scales	Females	Males	Total	% of Students with: Risk or Receptivity for Assistance
Summary Observations				
Overall Risk Index	47.1	54.2	51.1	18%
Predicted Academic Difficulty	37.7	37.3	37.5	7%
Educational Stress	60.3	64.5	62.6	34%
Receptivity to Institutional Help	51.3	49.7	50.4	21%
Academic Motivation Scales				
Study Habits	46.7	40.1	43.0	
Reading Interests	55.9	39.9	46.8	
Verbal and Writing Confidence	52.0	42.2	46.5	
Math and Science Confidence	45.0	51.0	48.3	
Commitment to College	42.8	28.7	34.9	
Interactions with Previous Teachers	49.1	44.3	46.4	
General Coping Scales				
Social Engagement	42.5	41.4	41.9	
Family Support	39.1	48.3	44.3	
Capacity for Tolerance	44.6	45.3	45.0	
Career Plans	55.9	42.4	48.3	
Financial Security	42.4	49.4	46.4	
Receptivity Scales				
Academic Assistance	50.8	53.7	52.4	37%
Personal Counseling	61.5	60.0	60.7	49%
Social Engagement	43.5	35.9	39.2	21%
Career Guidance	48.4	53.7	51.4	38%
Financial Guidance	49.5	46.0	47.6	26%
Supplemental Scales				
Internal Validity	7.0	6.9	7.0	

Note: The means statistics for all scales except internal validity were computed from percentile scores. For all of the scales, the national norm is the 50th percentile. High scores indicate levels of the characteristic described in the scale name (e.g., a high score in

Summary and Planning Report (continued)

College Student Inventory™ - Form B
Summary and Planning Report for Sample College
 CSI Completion Date: Month Day Year

						Section A							
Plans to Work			N	%	Racial/Ethnic Origin			N	%	Highest Degree Sought			
0 (I have no plans to work)	64	19.8	Black/African-American	31	9.6	None	0	0.0					
1 to 10 hours per week	144	44.4	American Indian or Alaskan Native	2	0.6	A 1-year certificate	0	0.0					
11 to 20 hours per week	88	27.2	Asian or Pacific Islander	18	5.6	A 2-year college degree (associate)	1	0.3					
21 to 30 hours per week	23	7.1	White/Caucasian	212	65.4	A 4-year college degree (bachelor's)	139	42.9					
31 to 40 hours per week	5	1.5	Hispanic or Latino	48	14.8	A master's degree	74	22.8					
over 40 hours per week	0	0.0	Multiethnic or other ethnic origin	10	3.1	A professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	85	26.2					
High School GPA			N	%	Prefer not to respond	3	0.9	I am not sure of my plans at this time.	25	7.7			
A	114	35.2	Parent1's/Guardian's Highest Level of Education			N	%	Perceived Academic Ability		N	%		
B+	151	46.6	8 years or less of elementary school	13	4.0			Considerably below average	0	0.0			
B	34	10.5	Some high school but no diploma	14	4.3			Slightly below average	10	3.1			
C+	24	7.4	A high school diploma or equivalent	61	18.8			Average	100	30.9			
C	0	0.0	1 to 3 years of college (including study at a technical, community, or junior college)	52	16.0			Slightly above average	134	41.4			
D+	1	0.3	A 4-year undergraduate college degree (bachelor's degree)	99	30.6			Considerably above average	77	23.8			
D	0	0.0	A master's degree	61	18.8			Extremely high (in the top 5%)	3	0.9			
General Academic Knowledge			N	%	Parent2's/Guardian's Highest Level of Education			N	%	Decision to Apply to College			
Highest 20%	57	17.6	8 years or less of elementary school	13	4.0					Few days before	3	0.9	
Next Highest 20%	113	34.9	Some high school but no diploma	25	7.7					Few weeks before	23	7.1	
Middle 20%	148	45.7	A high school diploma or equivalent	87	26.9					Many months before	298	92.0	
Next Lowest 20%	6	1.9	1 to 3 years of college (including study at a technical, community, or junior college)	83	25.6					High Desire to Transfer		N	%
Lowest 20%	0	0.0	A 4-year undergraduate college degree (bachelor's degree)	75	23.1					80th percentile or above		100	30.9
			A master's degree	28	8.6								
			A professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	24	7.4								

Summary and Planning Report (continued)

College Student Inventory™ - Form B
Summary and Planning Report for Sample College
 CSI Completion Date: Month Day Year

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

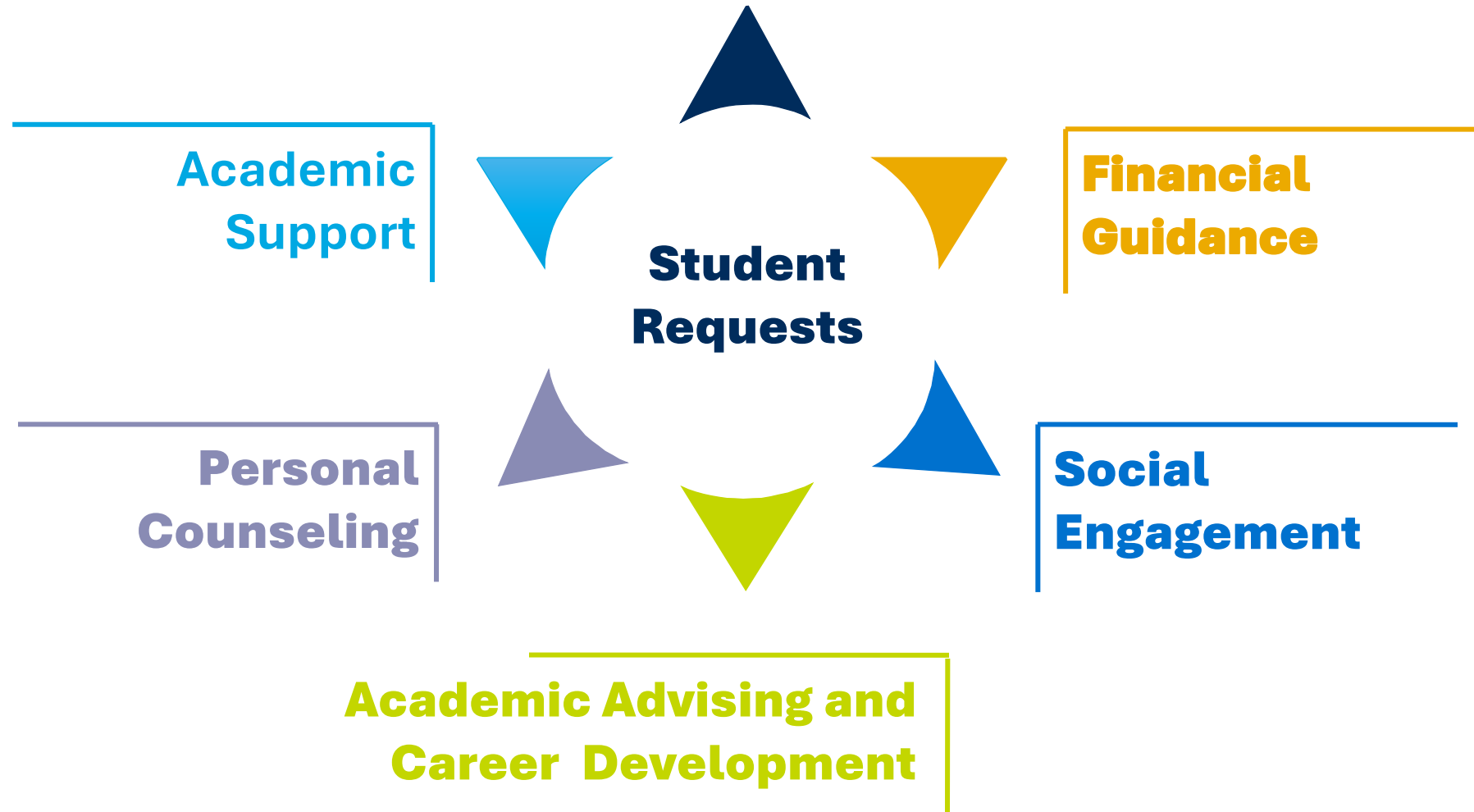
**Top 10
 recommendations**



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	6.71	68%	Get help in selecting an academic program	6.86	77%
Get help with study habits	6.61	67%	Discuss the qualifications for careers	6.78	74%
Get help with writing skills	6.26	60%	Discuss job market for college graduates	6.54	69%
Get help with basic math skills	6.19	57%	Get help in selecting a career	6.52	69%
Get tutoring in selected areas	6.29	62%	Get help with exam skills	6.71	68%
Get help with reading skills	6.03	53%	Discuss advantages/disadvantages of careers	6.43	68%
Discuss attitude toward school with counselor	5.92	28%	Get help with study habits	6.61	67%
Discuss an unwanted habit with counselor	5.56	40%	Get help in meeting new friends	6.46	63%
Discuss personal relationships and social life with counselor	5.82	47%	Get tutoring in selected areas	6.29	62%
Discuss family problems with counselor	5.48	39%	Get help with writing skills	6.26	60%
Discuss emotional tensions with counselor	5.89	49%	Get help in obtaining a scholarship	6.21	60%
Discuss unhappy feelings with counselor	5.76	45%	Get help with basic math skills	6.19	57%
Discuss the qualifications for careers	6.78	74%	Get information about clubs and social organizations	6.12	56%
Get help in selecting an academic program	6.86	77%	Get help with reading skills	6.03	53%
Discuss job market for college graduates	6.54	69%	Get help in finding a part-time job	6.03	52%
Get help in selecting a career	6.52	69%	Get advice from an experienced student	5.92	51%
Discuss advantages/disadvantages of careers	6.43	68%	Get information about student activities	5.93	50%
Get help in finding a part-time job	6.03	52%	Get help in finding a summer job	5.86	50%
Get help in obtaining a loan	5.27	38%	Discuss emotional tensions with counselor	5.89	49%
Get help in obtaining a scholarship	6.21	60%	Discuss personal relationships and social life with counselor	5.82	47%
Get help in finding a summer job	5.86	50%	Discuss unhappy feelings with counselor	5.76	45%

Coordinating Partnerships



Strategic Student Outreach List

Summary and Planning report top ten recommendations

Student List	What to do with the exported list
Students who might benefit from career guidance	<ul style="list-style-type: none">• Provide list to career services.• Invite students to a workshop on major exploration.• Make sure they are included in job board application.• Provide resources to students as applicable (individual/group).• Provide list to advisors/success coach/FYE instructors
Students needing academic assistance	<ul style="list-style-type: none">• Provide list to academic resource centers.• Invite students to workshop(s) to build academic skills.• Review subsets and provide list to specific tutoring departments.• Provide list to advisors/success coach/FYE instructors
Students who are in need of personal support	<ul style="list-style-type: none">• Provide list to counseling department.• Provide list to advisors/success coach/FYE instructors.• Consider one-on-one conversation with each student to understand the underlying concern and provide applicable referral(s).

Customized filters

For targeted outreach-both individual and groups of students

The screenshot shows the RNL RMS Plus RETENTION DATA CENTER interface. A dropdown menu is open, displaying various filter options. The options include: - None -, - New Filter -, - Clear Filter -, CSI Only--Career Plans (<35) (*), CSI Only--Financial Security(<35) (*), CSI Only--High Overall Risk Index (>65) (*), CSI Only--Receptivity to Academic Assistance > 65 (*), CSI Only--Receptivity to Institutional Help(>65) (*), CSI Only--Receptivity to Personal Counseling (>65) (*), Internal Validity(<3) (*), Most Recently Uploaded - Not Completed (*), Receptivity to Social Engagement (>65) (*), Student Advised (*), Student Not Advised (*), Students - Non-Restricted (*), Students - Restricted (*), Survey Status - Complete (*), and Survey Status - Not Completed (*). The background shows a sidebar with navigation options like Collapse, Dashboard, Students, Export Data, Summary Results, and Data Import. A table of student records is partially visible, with columns for Last Name and a completion status.

Filter Students

Please set/change the fields used for filtering by changing the values below

-- None --

-- None --

-- None --

-- None --

-- None --

Save

Cancel

Filter Students

Please set/change the fields used for filtering by changing the values below

-- None --

Academic Standing

Acknowledged Academic Needs Index (percentile)

Acknowledged Academic Needs Index (stanine)

Apprehension Index (percentile)

Apprehension Index (stanine)

Commitment to college (percentile)

Current college attendance plans

Current level of employment

Custom Grouping 1

Custom Grouping 2

Custom Grouping 3

Custom Grouping 4

Custom Grouping 5

Date of Birth

Decision to Enroll

Degree planning to pursue

Enrollment status: full-time or part-time

Ethnic origin

Financial Security (percentile)

Export data

To support your outreach efforts

The screenshot displays the 'Export Data' interface. On the left is a navigation menu with options: Collapse, Dashboard, Students, Export Data (highlighted), Summary Results, Data Import, and Survey Settings. The main content area is titled 'Export Data' and 'Survey View'. It includes a 'Change View' button, a 'Filter' dropdown set to '- None -', and a 'Restricted Students Included' section with 'Survey Name' (CSI-C_Sample Survey Admin) and 'Survey Status' (Completed). Below this is a 'Use Existing Template' dropdown set to 'AC', with 'Add a New Template' and 'Delete Selected Template' buttons. Two scrollable lists of data fields are shown: the left list includes 'Academic Standing', 'Acknowledged Academic Needs Index (percentile)', 'Acknowledged Academic Needs Index (raw)', 'Acknowledged Academic Needs Index (stanine)', 'Age category', 'Allow advisor to see survey information', 'Apprehension Index (percentile)', 'Apprehension Index (raw)', 'Apprehension Index (stanine)', 'Campus experience', 'Class level (or will be when school starts)', 'Commitment (raw)', 'Commitment to college (percentile)', 'Current college attendance plans', 'Current level of employment', and 'Custom Grouping 1'; the right list includes 'First Name', 'Last Name', 'Email Address', 'Student ID', 'Overall Risk Index (stanine)', 'Predicted Academic Difficulty (stanine)', 'Educational Stress (stanine)', and 'Receptivity Index (stanine)'. At the bottom, there is a 'File Export Format' dropdown set to 'Comma Delimited With Headers' and an 'Export' button.

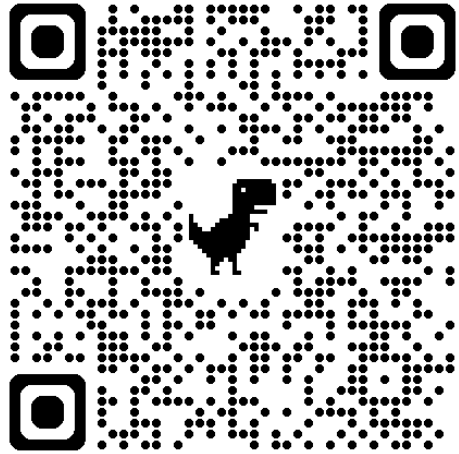
- Create outreach lists
- Share with campus partners
- Merge data with other info
- Develop databases for further research

Strategic Student Outreach List

The process

Student List	Filter(s) to apply	Field to export	Additional fields to consider
Students who might benefit from career guidance	Career Plans <ul style="list-style-type: none"> • 1-35% 	Career Plans Receptivity to Career Guidance	<ul style="list-style-type: none"> • Discuss advantages/disadvantages of careers • Discuss job market for college graduates • Discuss the qualifications for careers • Get help in selecting a career • Get help in selecting an academic program
Students needing academic assistance	Predicted Academic Difficulty <ul style="list-style-type: none"> • 65-99% Receptivity to Academic Assistance <ul style="list-style-type: none"> • 65-99% 	<ul style="list-style-type: none"> • Predicted Academic Difficulty • Receptivity to Academic Assistance • Verbal and Writing Confidence • Math and Science Confidence • Study Habits 	<ul style="list-style-type: none"> • Educational Stress • Get help with basic math skills • Get help with exam skills • Get help with reading skills • Get help with study habits • Get help with writing skills • Get tutoring in selected areas • Interaction with previous teachers Sr. Year GPA
Students who are in need of personal support	Educational Stress <ul style="list-style-type: none"> • 65-99% Commitment to college <ul style="list-style-type: none"> • 1-35% Family support <ul style="list-style-type: none"> • 1-35% Receptivity to Institutional help <ul style="list-style-type: none"> • 65-99% 	<ul style="list-style-type: none"> • Educational Stress • Commitment to college • Family support • Receptivity to Institutional help • Social Engagement • Receptivity to Personal Counseling 	<ul style="list-style-type: none"> • Educational Stress • Commitment to college • Family support • Receptivity to Institutional help • Social Engagement • Receptivity to Personal Counseling

Schedule your data review today!



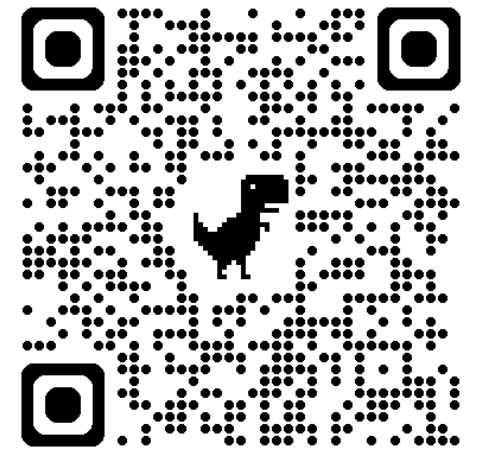
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Webinar: Save the Date!

October 2, 2pm EST

The logo for RNL features the letters 'RNL' in a bold, dark blue font. To the right of the 'L' is a small registered trademark symbol (®). The text is centered within a white semi-circular shape. Surrounding this shape are several curved lines in shades of blue, yellow, and green, creating a dynamic, circular motion effect.

RNL[®]

**Empowering Excellence:
Launching Comprehensive
Counselor & Leadership
Training Solutions**

Thank you for joining us!



Brandi Phillips

*Executive Consultant
Student Success Solutions*



Laura Breckner

*Consultant
Student Success Solutions*



Courtney Greene

*Director of Student Success
Operations*



Natalie McVay

Client Support Specialist

