

# 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**

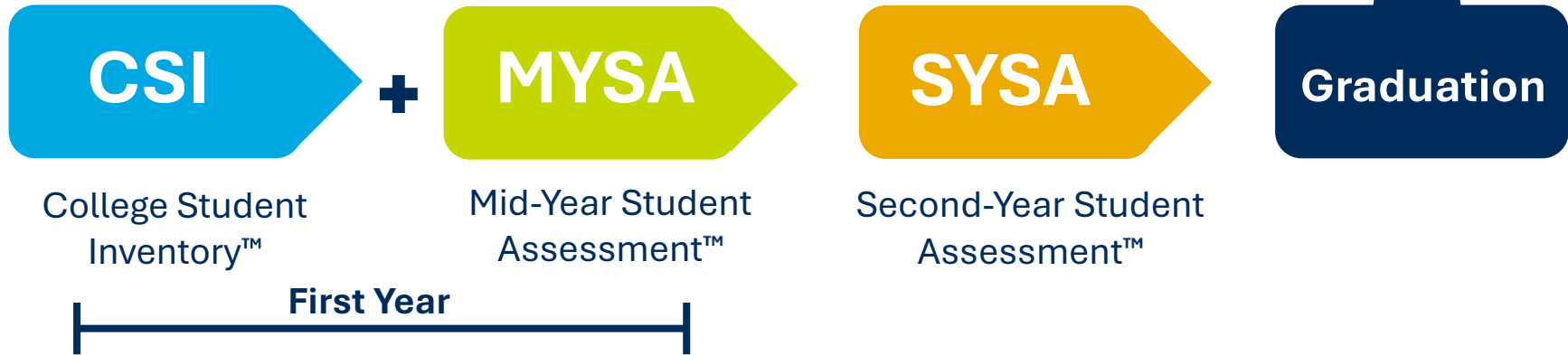
**Meet with students and refer to campus resources**

**Implementation and outreach**



# Retention Management System

## Early identification + early intervention to increase student success



# Reviewing your RMS results

Link to resources: [www.RuffaloNL.com/DataCenter](http://www.RuffaloNL.com/DataCenter)

 Resource Library

## Summary Reports

- Report retrieval with summary results
- Video tutorial

## Grouping Fields

- Grouping Student Records
- Video tutorial

## Filter and Export Data

- Exporting data
- Filtering student records

# The Retention Data Center Dashboard

*Adds ease and efficiency to the assessment and intervention process*

**RNL RMS Plus RETENTION DATA CENTER** 1-DemoU  
MyFilters | Configuration | Logout

< Collapse

- Dashboard
- Students
- Export Data
- Summary Results
- Data Import
- Survey Settings
- Resource Library

### Dashboard

Survey Selection: 2023 Testing

#### Current Survey

# Completes

No Survey Data

Survey	Form	Status	End Date	Rate
CSI B Test	College Student Inventory Form B	New	12/31/2024	0/0
CSI B Test - Clone	College Student Inventory Form B	New	3/29/2024	0/0
2023 Testing	College Student Inventory Form B	Closed	9/7/2023	0/0
GTC 2023	College Student Inventory Form B	Closed	8/1/2023	0/0

#### Survey Snapshot

Expected Students	2
Total Students	0

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# Access to all reports for groups of students

Take advantage of custom grouping fields for targeted outreach

The screenshot displays the RNL RMS Plus Retention Data Center interface. The top navigation bar includes the RNL logo, the text "RMS Plus RETENTION DATA CENTER", and user information "1-DemoU Phillips" with links for "MyFilters", "Configuration", and "Logout".

On the left is a sidebar menu with options: Collapse, Dashboard, Students (highlighted), Export Data, Summary Results, Data Import, and Survey Settings. At the bottom of the sidebar is a "Resource Library" link.

The main content area features a "Filter" section with a "Change View" button and a dropdown menu set to "- None -". Below this are two filter cards: "Survey Name" (CSI-C\_Sample Survey Admin) and "Survey Status" (Completed). A "Restricted Students Included" section is also present. The total number of students is displayed as "82 Students".

Below the filters is a section for "For Selected Students" with a dropdown menu set to "- Select Report or Edit Values -", and three buttons: "Add New Student", "E-mail", and "Move Student". A search bar with a magnifying glass icon and a close button is also available.

The main data table shows "Viewing 1 - 82 of 82" records. The table headers are: First Name, Last Name, Survey Status, Custom Grouping 1, Custom Grouping 2, Custom Grouping 3, Custom Grouping 4, Custom Grouping 5, Gender, and Actions. The first five rows of data are visible, all with a "Completed" status and "Female" gender. The "Custom Grouping" columns (1-5) are highlighted with a yellow box. The "Actions" column contains edit and delete icons for each row.

At the bottom of the page, the footer contains the text "Ruffalo Noel Levitz | RMS PLUS © 2024. ALL RIGHTS RESERVED" and the email address "StudentSuccessTech@RuffaloNL.com" next to a globe icon.

# Filter your data

## Standard or customized filtering functions

The screenshot displays the RNL RMS Plus Retention Data Center interface. A filter dropdown menu is open, showing various filtering options. The selected option is "CSI Only--Career Plans (<35) (\*)".

**RNL RMS Plus RETENTION DATA CENTER**

Navigation menu (left):

- < Collapse
- Dashboard
- Students**
- Export Data
- Summary Results
- Data Import
- Survey Settings
- Resource Library

Survey Name: CSI-C\_Sample Survey Admin

For Selected Students

- Select Report or Edit Value

Viewing 1 - 82 of 82

First Name	Last Name	
<input type="checkbox"/>	Lori Adkins	
<input type="checkbox"/>	Jennifer Audas	
<input type="checkbox"/>	Amanda Barklind	
<input type="checkbox"/>	Cortney Barton	
<input type="checkbox"/>	Connie Beckman	Completed
<input type="checkbox"/>	Alex Berry	Completed

Filter dropdown menu options:

- 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 (\*)
- Survey Status - Not Completed (\*)

Buttons: Change View, Move Student

Footer: Ruffalo Noel Levitz | RMS PLUS © 2024. ALL RIGHTS RESERVED

# Customized filters

For targeted outreach-both individual and groups of students

The screenshot displays the RNL RMS Plus Retention Data Center interface. At the top, the header reads "RNL RMS Plus RETENTION DATA CENTER". On the left, a navigation menu includes "Collapse", "Dashboard", "Students", "Export Data", "Summary Results", and "Data Import". The main content area shows a "Filter" dropdown menu with options: "- 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 (\*)".

Below the filter menu, a "Filter Students" dialog box is open. It contains the text "Please set/change the fields used for filtering by changing the values below" and five dropdown menus, each currently set to "-- None --". At the bottom of the dialog are "Save" and "Cancel" buttons.

In the background, a table of student data is visible with columns for "Last Name", "Adkins", "Audas", "Barkind", "Barton", "Beckman", and "Berry". The table shows "Completed" status for the last three names. A footer at the bottom of the interface reads "Ruffalo Noel Levitz | RMS PLUS © 2024. ALL RIGHTS RESERVED".

# Export data

*To support your outreach efforts*

The screenshot displays the 'Export Data' interface. On the left is a navigation sidebar with options: Collapse, Dashboard, Students, Export Data (highlighted), Summary Results, Data Import, and Survey Settings. The main area is titled 'Export Data' and 'Survey View'. It includes a 'Filter' dropdown set to '- None -', a 'Change View' button, and two summary boxes: 'Survey Name' (CSI-C\_Sample Survey Admin) and 'Survey Status' (Completed). Below these is a 'Restricted Students Included' dropdown and a 'Use Existing Template' dropdown set to 'AC'. There are 'Add a New Template' and 'Delete Selected Template' buttons. Two scrollable lists of fields are shown: the left list contains 20 fields including 'Academic Standing', 'Acknowledged Academic Needs Index (percentile)', 'Age category', and 'Custom Grouping 1'; the right list contains 7 fields including 'First Name', 'Last Name', 'Email Address', 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



# Summary Reports

To guide your outreach efforts

< Collapse

Dashboard

Students

Export Data

Summary Results

Data Import

Survey Settings

Summary Results

Survey View

Change View

Filter

- None -

82 Students

Survey Name

CSI-C\_Sample Survey Admin

Survey Status

Completed

Restricted Students Included

Choose a Report:

Summary Report

Summary Observations with Receptivity Report

View Report

Summary & Planning Reports Status

Once requested, the report will take a minimum of two minutes to generate. Feel free to move about the Retention Data Center or generate additional reports and come back. When completed, "View Report" will appear in the Action column.

No Summary & Planning Reports Request found.

# 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
<b>Summary Observations</b>				
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%
<b>Academic Motivation Scales</b>				
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	
<b>General Coping Scales</b>				
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	
<b>Receptivity Scales</b>				
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%
<b>Supplemental Scales</b>				
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

			<b>Section A</b>					
<b>Plans to Work</b>	<b>N</b>	<b>%</b>	<b>Racial/Ethnic Origin</b>	<b>N</b>	<b>%</b>	<b>Highest Degree Sought</b>	<b>N</b>	<b>%</b>
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
			Prefer not to respond	3	0.9	I am not sure of my plans at this time.	25	7.7
<b>High School GPA</b>	<b>N</b>	<b>%</b>	<b>Parent1's/Guardian's Highest Level of Education</b>	<b>N</b>	<b>%</b>	<b>Perceived Academic Ability</b>	<b>N</b>	<b>%</b>
A	114	35.2	8 years or less of elementary school	13	4.0	Considerably below average	0	0.0
B+	151	46.6	Some high school but no diploma	14	4.3	Slightly below average	10	3.1
B	34	10.5	A high school diploma or equivalent	61	18.8	Average	100	30.9
C+	24	7.4	1 to 3 years of college (including study at a technical, community, or junior college)	52	16.0	Slightly above average	134	41.4
C	0	0.0	A 4-year undergraduate college degree (bachelor's degree)	99	30.6	Considerably above average	77	23.8
D+	1	0.3	A master's degree	61	18.8	Extremely high (in the top 5%)	3	0.9
D	0	0.0	A professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	24	7.4	<b>Decision to Apply to College</b>	<b>N</b>	<b>%</b>
<b>General Academic Knowledge</b>	<b>N</b>	<b>%</b>	<b>Parent2's/Guardian's Highest Level of Education</b>	<b>N</b>	<b>%</b>	Few days before	3	0.9
Highest 20%	57	17.6	8 years or less of elementary school	13	4.0	Few weeks before	23	7.1
Next Highest 20%	113	34.9	Some high school but no diploma	25	7.7	Many months before	298	92.0
Middle 20%	148	45.7	A high school diploma or equivalent	87	26.9	<b>High Desire to Transfer</b>	<b>N</b>	<b>%</b>
Next Lowest 20%	6	1.9	1 to 3 years of college (including study at a technical, community, or junior college)	83	25.6	80th percentile or above	100	30.9
Lowest 20%	0	0.0	A 4-year undergraduate college degree (bachelor's degree)	75	23.1			
			A master's degree	28	8.6			
			A professional degree (medicine,					

# 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

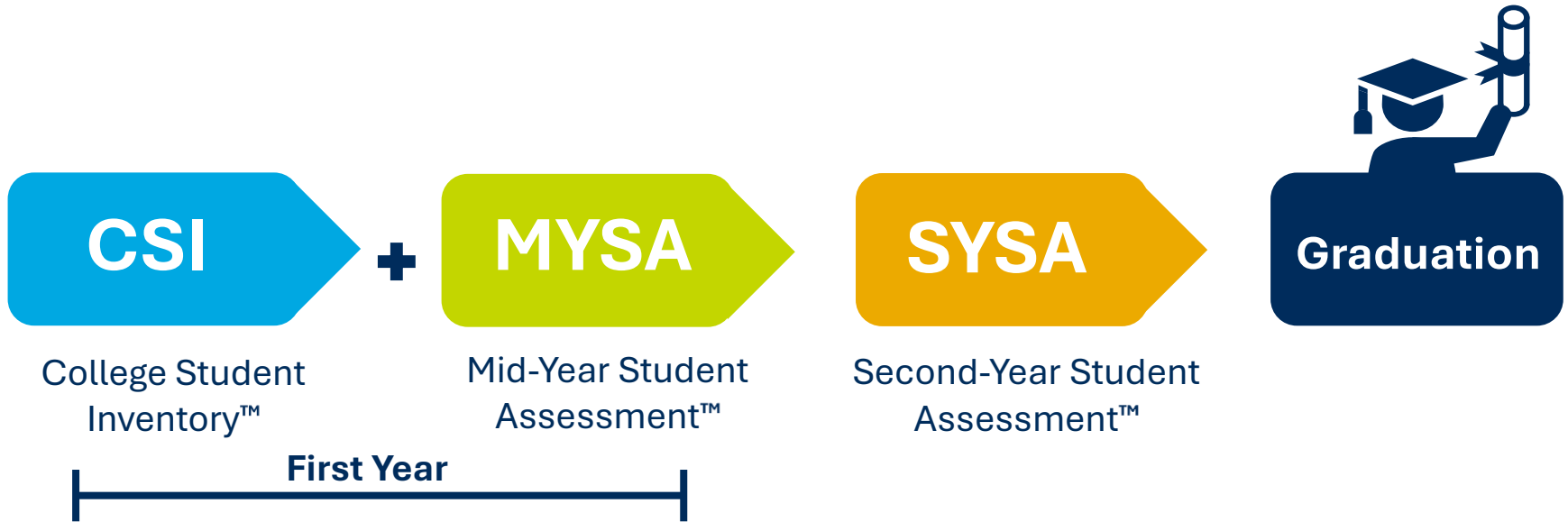


## Recommendations

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%

# Retention Management System

## Early identification + early intervention to increase student success



# SYSA – Summary and Planning Report

## (Aggregate and Subpopulations)

### Second-Year Student Assessment™

#### Summary and Planning Report for Sample College

Completion Date: MM/DD/YYYY to MM/DD/YYYY

### Section A

Primary Sample Statistics	N	%	National Comparison Group
Number of Females	1042	68.5%	Four-Year Public Institutions
Number of Males	480	31.5%	
Total Number of Students	1522	100.0%	

### Student Information

	N	Campus %	National %
<b>Work Hours This Term</b>			
0 (I do not work)	622	41.5%	42.7%
1-10 hours per week	192	12.8%	14.1%
11-20 hours per week	328	21.9%	22.6%
21-30 hours per week	232	15.5%	12.7%
31-40 hours per week	96	6.4%	5.3%
Over 40 hours per week	30	2.0%	2.7%
<b>Self-Reported Grade Point Average</b>			
3.5 - 4.0	636	42.4%	38.0%
2.5 - 3.49	716	47.7%	50.5%
1.5 - 2.49	140	9.3%	10.6%
1.0 - 1.49	8	0.5%	0.6%
Less than 1.0	0	0.0%	0.3%
<b>Study Plans This Year</b>			
Won't need to study as much as I did last year	52	3.5%	2.8%
Will need to study about the same amount as last year	364	24.4%	26.1%
Will need to study more than I did last year	1076	72.1%	71.1%

	N	Campus %	National %
<b>Racial/Ethnic Origin</b>			
American Indian or Alaskan Native	88	5.9%	2.5%
Asian, Asian American, or Pacific Islander	68	4.6%	4.4%
Black/African-American	46	3.1%	16.1%
White/Caucasian (non-Hispanic)	502	33.6%	48.3%
Mexican or Mexican American	40	2.6%	5.3%
Puerto Rican	22	1.5%	2.1%
Other Hispanic or Latino	522	34.9%	12.8%
Multiracial	128	8.6%	5.2%
Other	38	2.6%	2.0%
Prefer not to respond	40	2.7%	1.2%

	N	Campus %	National %
<b>Highest Degree or Program Sought</b>			
One-year certificate	0	0.0%	0.2%
Two-year certificate or associate degree	4	0.3%	0.8%
Four-year college degree (bachelor's)	438	29.4%	33.4%
Master's degree	556	37.4%	36.4%
Professional degree (medicine, dentistry, law, Ph.D., or similar degrees)	478	32.1%	28.7%
Other	4	0.3%	0.2%

# SYSA – Summary and Planning Report

## (Aggregate and Subpopulations)

### Second-Year Student Assessment™

#### Summary and Planning Report for Sample College

Completion Date: MM/DD/YYYY to MM/DD/YYYY

### Section A, Continued

	N	Campus %	National %
<b>Selection of a Major</b>			
Plan to continue with the major selected	1074	72.0%	75.7%
Selected a major, but thinking about changing it	254	17.0%	14.0%
Actively involved in process of selecting major/program	88	5.9%	6.9%
Have potential majors in mind—haven't explored them yet	70	4.7%	3.0%
Have not thought seriously about a major at this point	6	0.4%	0.3%
<b>Current Enrollment Status</b>			
Enrolled here with no previous college credits	638	42.7%	48.7%
Enrolled with dual-enrollment credits earned in high school	452	30.3%	26.4%
Transferred from a community college	164	11.0%	10.5%
Transferred from a four-year college or university	92	6.2%	6.3%
Other	148	9.9%	8.0%
<b>Classes at Other Institutions This Term</b>			
None	1300	87.1%	90.5%
One class	28	1.9%	1.2%
Two classes	50	3.4%	1.7%
Three classes	26	1.7%	1.3%
More than three classes	88	5.9%	5.3%

	N	Campus %	National %
<b>College Completion Plan</b>			
Plan to complete my degree at this college/university	1334	89.7%	89.6%
Plan to transfer to complete degree/program	116	7.8%	8.2%
College is not right for me—do not plan to continue	0	0.0%	0.1%
Undecided about my plans at this time	38	2.6%	2.1%
<b>Total Credit Hours Earned</b>			
0-15 credits	70	4.7%	5.2%
16-30 credits	434	29.0%	26.8%
31-45 credits	646	43.2%	37.3%
46-60 credits	264	17.7%	20.2%
More than 60 credits	80	5.4%	10.6%



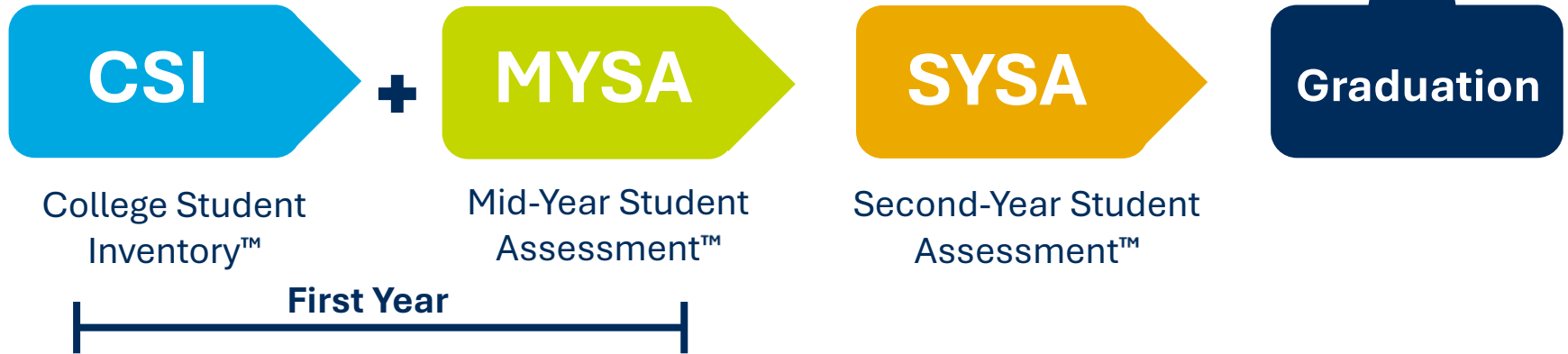
# SYSA – Summary and Planning Report

## (Aggregate and Subpopulations)

Campus Results				Student Transition		National Comparison Group Results			
Second-Year Student Assessment™ Summary and Planning Report for Sample College Completion Date: MM/DD/YYYY to MM/DD/YYYY						Section E			
Scale score	Item means: 1-7 score range	Responses: 1-4 score range	Responses: 5-7 score range	General Coping 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
74.8%				Transition		77.4%			
	4.8	37.6%	62.3%	It has been easy for me to make friends in college.			5.1	31.8%	68.2%
	5.7	16.2%	83.7%	I feel comfortable with the changes in life style that occur in college.			5.7	14.2%	85.7%
	5.0	33.9%	66.1%	I have many friends and feel at home here.			5.2	29.7%	70.2%
	5.4	22.0%	77.7%	It has been easy for me to adapt to my college living arrangements.			5.6	19.0%	80.9%
	5.3	24.3%	75.7%	I feel good about the way I have adapted to the college social environment.			5.5	21.0%	78.9%
81.2%		14.0%	83.7%	Family Support		81.4%		13.7%	86.2%
	6.0	13.6%	86.4%	I have always felt that the rest of my family was firmly behind me.			6.0	14.2%	85.7%
	5.6	20.0%	79.9%	I feel comfortable discussing important issues with my family.			5.6	19.5%	80.4%
	5.7	16.1%	83.8%	My family respects my judgment on most decisions.			5.7	15.8%	84.2%
	5.4	6.3%	93.7%	My family and I understand each other's point of view.			5.5	5.4%	94.6%
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	
✓	✓		Personal Support and Counseling			✓	✓		
12.7%	28.9%	16.2%	Discuss difficulties in my personal relationships and social life			16.9%	26.4%	9.5%	
10.1%	21.4%	11.3%	Receive help with family issues that are distracting to me			11.9%	19.7%	10.2%	
13.1%	30.9%	17.8%	Find ways to deal with emotional tensions that are bothering me			17.0%	28.3%	11.3%	
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	
4.9	35.7%	64.3%	Social life (on and off campus)			5.2	29.3%	70.7%	
4.8	38.2%	61.8%	Level of interaction with other students			5.2	29.9%	70.1%	
4.7	40.1%	59.9%	Sense of belonging to the college community			5.1	32.4%	67.6%	
5.3	24.7%	75.3%	My overall experience as a student at this institution			5.5	19.8%	80.2%	

# Retention Management System

## Early identification + early intervention to increase student success



# MYSA – Summary and Planning Report

## (Aggregate and Subpopulations)



	Pre(CSI-Form B)		Mid-year(MYSA)	
	N	N	N	N
Total number of students:	237		253	
<b>Academic Motivation</b>				
Commitment to College				
Pre	44.8		30.3	37.5
Mid-year	42.3		28.9	35.5
Interactions with Previous Teachers				
Pre	49.9		47.2	48.6
Mid-year	51.5		53.3	52.4
Verbal and Writing Confidence				
Pre				3.0
Mid-year				4.0
Pre	53.8	43.1	48.4	49.7
Mid-year	56.9	51.6	54.2	60.0
Pre				1.3
Mid-year				2.5
Pre	48.0	41.6	44.8	48.8
Mid-year	52.4	50.6	51.5	47.9
Verbal and Writing Confidence				
Pre	53.8	43.1	48.4	48.4
Mid-year	56.9	51.6	54.2	54.2
Financial Security				
Pre	53.7	69.5	60.2	6.4
Mid-year	51.9	67.1	58.2	4.7
Pre				7.0
Mid-year				0.7
Pre				44.3
Mid-year				53.7
Pre				51.9
Mid-year				54.7
Family Support				
Pre	32.2		44.5	37.3
Mid-year	34.5		45.4	39.0
Financial Security				
Pre	53.7	69.5	60.2	60.2
Mid-year	51.9	67.1	58.2	58.2
Social Engagement				

Mid-Year Student Assessment™  
Summary and Planning Report for Sample College

Completion Date: Month, Day Year

### Primary Sample Statistics \*

Pre(CSI-Form B) Mid-year(MYSA)

	N	N	N	N
Total number of students:	237		253	

# MYSA – Summary and Planning Report

## (Aggregate and Subpopulations)

Scales and Items	Pre (CSI-Form B)	Mid-year (MYSA)			
	Receptivity Scales (percentile)	Received help already		Would like to receive help or information this term	
		YES	NO	YES	NO
<b>Receptivity Academic Assistance</b>	<b>52</b>				
Exam skills		125	128	76	177
Study habits		134	119	76	177
Writing skills		168	85	66	187
Math Skills		76	177	77	176
Tutoring		108	145	73	180
Reading skills		90	163	36	217
<b>Receptivity to Career Guidance</b>	<b>51</b>				
Qualification for occupations		104	149	115	138
Help with career/job plan		106	147	110	143
Salaries for occupations		66	187	115	138
Advantages/Disadvantages of occupations		70	183	115	138
Help selecting occupation of interest		75	178	109	144
<b>Receptivity Personal Counseling</b>	<b>61</b>				
Attitude toward school		100	153	47	206
Discouragement/unhappy thoughts		84	169	43	210
Unwanted habit(s)		52	201	17	236
Personal relationships and social life		66	187	30	223
Family matters		57	196	22	231
Emotional tensions		61	192	31	222

# MYSA – Summary and Planning Report

## (Aggregate and Subpopulations)

### Mid-Year Student Assessment™ Summary and Planning Report for Sample College

Completion Date: Month, Day Year

### Demographic Information

	*Pre (CSI-Form B)		**Mid-year (MYSA)	
	N	%	N	%
<b>WORK</b>				
0 (no plans/do not work)	48	20.25	126	49.80
1 to 10 hours per week	107	45.15	87	34.39
11 to 20 hours per week	64	27.00	31	12.25
21 to 30 hours per week	15	6.33	6	2.37
31 to 40 hours per week	3	1.27	3	1.19
More than 40 hours per week	0	0.00	0	0.00

GPA		*Pre (CSI-Form B)		**Mid-year (MYSA)	
		N	%	N	%
A	<b>Study Time Needed</b>			N/A	N/A
B+	Not as much as I expected.				17 6.72
B	About what I expected.				155 61.26
C	A lot more than I expected.				81 32.02
	<b>College Plans</b>			N/A	N/A
	I plan to complete my degree/certificate at this college or university.				190 75.10
	I plan to transfer to another college or university to complete my degree.				33 13.04
	College is not right for me at this time, and I do not plan to re-enroll next term.				2 0.79
	I have not made a decision about my plans for next term.				28 11.07

\* Refers to pre-college experiences/plans for CSI-Form B

\*\* Refers to first-term experiences/plans for Mid-Year Student Assessment

# Meeting with students

## 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 Advising Resources

- Conversation Starters
- Worksheets and Assignments
- Student/Advisor video presentation
- [www.RuffaloNL.com/RMSResults](http://www.RuffaloNL.com/RMSResults)

# RMS Resources

## Retention Data Center Documentation and Video tutorials:

[www.RuffaloNL.com/DataCenter](http://www.RuffaloNL.com/DataCenter)

## Data Review Webinar:

[www.RuffaloNL.com/RMSDataReview](http://www.RuffaloNL.com/RMSDataReview)

## CSI and MYSA Infographics and Recommended student lists:

[www.RuffaloNL.com/RMSSharingResults](http://www.RuffaloNL.com/RMSSharingResults)

## Advising Resources:

[www.RuffaloNL.com/RMSResults](http://www.RuffaloNL.com/RMSResults)

# Schedule your data review today!



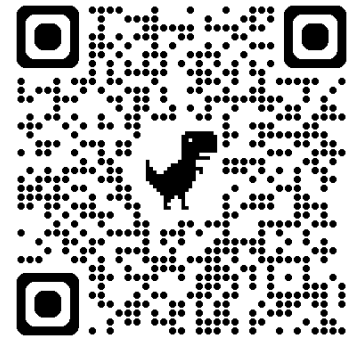
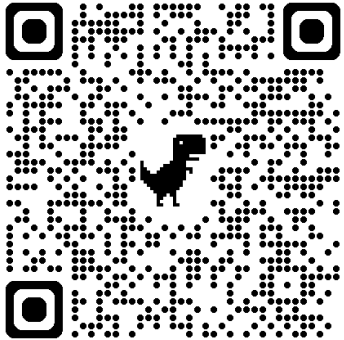
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# Thank you for joining us!



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**Natalie McVay**

*Client Support Specialist*





# Join us for Part 2!

**September 25, 1pm CST**

**Using your data to  
take action &  
implement change**

**With Brandi Phillips**