

TOOLS TO FACILITATE STUDENT SUCCESS

Using the Student Advising Profile,
College Student Inventory, and Student
Retention Predictor to Improve
Student/Faculty Interactions

Carrie L. Cokely

BACKGROUND

Strategic Plan Direction 2: Attract, educate, and graduate students who are prepared to engage in a complex and changing world

- Goals 80% retention rate and a 55% graduation rate

Students are 'at risk' of not retaining and graduating for many reasons

- Single variable analysis is not enough to give us a broad view on risk factors for individual students
- Need to be able to share information about a student with each other and with the student as well

Support systems at the College and your role

TOOLS TO FACILITATE SUCCESS

Student Advising Profile

- Banner 9
- Most student information in one place
- Note tool

College Student Inventory (CSI)

- Ruffalo/Noel-Levitz
- Given at orientation
- Student and Advisor reports

Student Retention Predictor (SRP)

- Multivariate retention model
- Each student scored on the model



STUDENT ADVISING PROFILE

Student Information

Student Transcript

Testing

Schedule

Registration

Degree Evaluations/CAPP

Academic Support Appointments

Notes feature

COLLEGE STUDENT INVENTORY (CSI)

Student Attitudes in relation to Academic Motivation, General Coping, and Receptivity to Support

Individualized report for each student with recommendations of appropriate College support services that are available

- Can be accessed through the Student Advising Profile

Advisor report shows whether a student has indicated that s/he is thinking of transferring

CSI SAMPLE STUDENT REPORT

College Student Inventory™

Female, Age , ID#
Curry College
June 17, 2016

Student Report

Instructions

Isabell, this is an interpretive report of your responses to the College Student Inventory. Its purpose is to help you identify your special interests and needs. The percentile ranks show how you 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 yours. Since they are based on questionnaire information alone, they may give only a rough indication of your true attitudes. Your advisor or counselor will help you understand your scores and find the services you desire.

Your Motivational Assessment				About You	
Academic Motivation	Perc. Rank	Very Low	Very High	High School Academics	
	Study Habits	28	<div></div>	Senior Year GPA	B+ Average
	Reading Interests	10	<div></div>	Family Background	
	Verbal and Writing Confidence	21	<div></div>	Racial/Ethnic Origin	White/Caucasian
	Math and Science Confidence	16	<div></div>	Mother's/Guardian's Education	High School Diploma
	Commitment to College	46	<div></div>	Father's/Guardian's Education	High School Diploma
	Interactions with Previous Teachers	54	<div></div>	College Experience	
General Coping	Social Engagement	27	<div></div>	Decision to Enroll	Many Months Before
	Family Support	99	<div></div>	Degree Sought	Bachelor's
	Capacity for Tolerance	2	<div></div>	Plans to Work	11-20 Hours per Week
	Career Plans	72	<div></div>	Grouping Fields	
	Financial Security	50	<div></div>	Starfish Students	Starfish Students
Receptivity to Support Services	Academic Assistance	54	<div></div>		
	Personal Counseling	55	<div></div>		
	Social Engagement	33	<div></div>		
	Career Guidance	25	<div></div>		
	Financial Guidance	67	<div></div>		

CSI SAMPLE STUDENT REPORT

Internal Validity

Excellent

Your Personal Success Plan

The strength of your recommendations 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 with exam skills	7.7
Get help with study habits	7.7
Get help with basic math skills	7.4
Get information about clubs and social organizations	7.3
Discuss attitude toward school with counselor	6.9
Discuss job market for college graduates	6.7
Get help in selecting a career	6.7
Get help in finding a part-time job	6.5
Get help in obtaining a loan	6.5
Get help in obtaining a scholarship	6.5
Get help with exam skills	7.7
Get help with study habits	7.7
Get help with basic math skills	7.4
Get information about clubs and social organizations	7.3
Discuss attitude toward school with counselor	6.9

Notice

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

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

College Student Inventory™

Isabell Adams

Student Report - page 2

Discuss job market for college graduates	6.7
Get help in selecting a career	6.7
Get help in finding a part-time job	6.5
Get help in obtaining a loan	6.5
Get help in obtaining a scholarship	6.5

STUDENT RETENTION PREDICTOR (SRP)

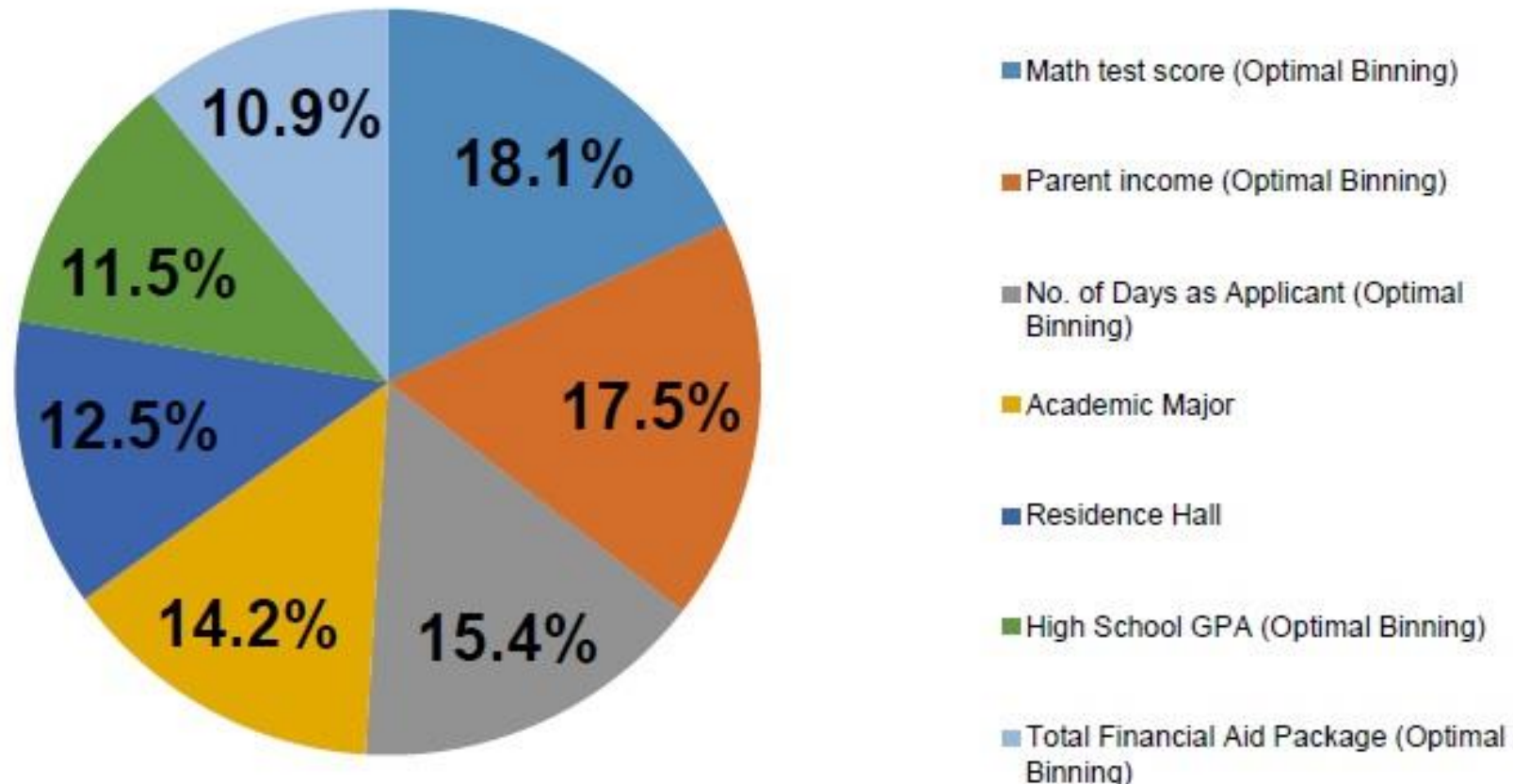
Examined entering student demographic characteristics, CSI data, 1st year student data, and retention data

Developed a multivariate model that identified the top 7 risk factors for student retention at the College

Model can be combined with CSI data to inform conversations with students about interventions and next steps

Curry's Student Retention Predictor Model

Relative Strength of Model Variables



MODEL THRESHOLDS

Risk Factor	Threshold
Math Placement Score	<67.1
Parent Income	<110,279.50
# days as an applicant	<214.5
Academic Majors	<66.2 Retention Rate
Residence Hall	Certain Halls Commuters (60.8%)
HS GPA	<2.785
Total Financial Aid	<\$34,577.50

MODEL SCORES & GOALS

Attrition Curve/Score Bands	Fall 2017 Count with Score	Average Historical Retention Rate	Predicted Retention Rate Fall 2018 w/o SRP Intervention	Retention Goal Fall 2018 with SRP intervention	Desired Fall 2018 Outcome
0-.25	42	55%	23	55%	23
.26-.35	90	50%	45	52%	47
.36-.50	173	63.7%	110	66.7%	115
.51-.65	172	79%	136	82%	141
.66-.75	90	83.5%	75	83.5%	75
.76-1.0	39	91.5%	36	91.5%	36
Totals	606	70.1%	425	72.1%	437

SRP INTERVENTION SUMMARY

Retention Management System™ with Student Retention Predictor™ - Form B
Summary and Planning Report for Curry College
CSI Completion Date: 06/13/2017 to 06/20/2017

Statistical Model

Number of students in statistical model	26
Number of surveyed students in statistical model	18
Number of surveyed students not in model	0
Total Number of Surveyed Students	18
Number of Females	0
Number of Males	18

Statistical Model Risk Factors

Risk Factor	Category	
High School GPA	Academic Preparation	17
Major	Education Aspiration	5
No. of Days as Applicant	Education Aspiration	9
Total Financial Aid Package	Financial Needs	7
Math Assess	Generic	14
Parent Income	Generic	17
Residence Hall	Generic	6

Risk Factor Distribution

Number of Risk Factors	0	1	2	3	4	5	6
Number of Students	1	5	5	7	3	3	2
Average Scores	0.76	0.62	0.52	0.40	0.30	0.23	0.16

Student Retention Predictor Distribution

SRP Quartiles	0 - 0.25	0.26 - 0.50	0.51 - 0.75	0.76 - 1.00
Number of Students	5	13	7	1

Local Means on Major Scales	Females	Males	Total
Academic Motivation Scales			
Study Habits		26.8	26.8
Reading Interests		17.6	17.6
Verbal and Writing Confidence		32.4	32.4
Math and Science Confidence		46.7	46.7
Commitment to College		42.2	42.2
Interactions with Previous Teachers		40.6	40.6
General Coping Scales			
Social Engagement		64.4	64.4
Family Support		44.5	44.5
Capacity for Tolerance		58.7	58.7
Career Plans		46.7	46.7
Financial Security		50.3	50.3
Receptivity Scales			
Academic Assistance		65.8	65.8
Personal Counseling		53.2	53.2
Social Engagement		51.1	51.1
Career Guidance		58.3	58.3
Financial Guidance		49.7	49.7
Supplemental Scales			
Internal Validity		6.8	6.8

Note: The 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 desire to finish college means that the group was above the average in desire to finish college). The statistics for internal validity were computed from raw scores (ranging from 0 to 7).

Plans to Work			Mother's Highest Level of Education			Perceived Academic Ability		
	N	%		N	%		N	%
0 (I have no plans to work)	4	15.4	8 years or less of elementary school	0	0.0	Considerably below average	0	0.0
1 to 10 hours per week	9	34.6	Some high school but no diploma	1	3.8	Slightly below average	1	3.8
11 to 20 hours per week	4	15.4	A high school diploma or equivalent	5	19.2	Average	9	34.6
21 to 30 hours per week	0	0.0	1 to 3 years of college	6	23.1	Slightly above average	5	19.2
31 to 40 hours per week	1	3.8	A 4-year undergraduate college degree (bachelor's degree)	3	11.5	Considerably above average	3	11.5
over 40 hours per week	0	0.0	Master's degree	3	11.5	Extremely high (in the top 5%)	0	0.0
			Professional degree	0	0.0			
High School GPA			Father's Highest Level of Education			Decision to Apply to College		
	N	%		N	%		N	%
A	0	0.0	8 years or less of elementary school	0	0.0	Few days before	0	0.0
B+	3	11.5	Some high school but no diploma	3	11.5	Few weeks before	1	3.8
B	7	26.9	A high school diploma or equivalent	7	26.9	Many months before	17	65.4
C+	6	23.1	1 to 3 years of college	3	11.5			
C	1	3.8	A 4-year undergraduate college degree (bachelor's degree)	4	15.4			
D+	1	3.8	Master's degree	0	0.0			
D	0	0.0	Professional degree	0	0.0			
General Academic Knowledge			Highest Degree Sought					
	N	%		N	%			
Highest 20%	2	7.7	None	0	0.0			
Next Highest 20%	4	15.4	One-year certificate	0	0.0			
Middle 20%	12	46.2	Two-year college degree (associate's)	0	0.0			
Next Lowest 20%	0	0.0	Four-year college degree (bachelor's)	9	34.6			
Lowest 20%	0	0.0	Master's degree	8	30.8			
			Professional degree	1	3.8			
Racial/Ethnic Origin								
	N	%						
Black/African-American	1	3.8						
American Indian or Alaskan Native	0	0.0						
Asian or Pacific Islander	0	0.0						
White/Caucasian	15	57.7						
Hispanic or Latino	1	3.8						
Multiethnic or other ethnic origin	1	3.8						
Prefer not to respond	0	0.0						

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

Recommendations

By Type	Mean Priority Scores	By Mean Priority Score	Mean Priority Scores
Get help with exam skills	7.53	Get help with study habits	7.55
Get help with study habits	7.55	Get help with exam skills	7.53
Get help with writing skills	7.00	Discuss the qualifications for careers	7.39
Get help with basic math skills	6.86	Get help with reading skills	7.13
Get tutoring in selected areas	6.89	Discuss job market for college graduates	7.10
Get help with reading skills	7.13	Get help with writing skills	7.00
Discuss attitude toward school with counselor	5.53	Get tutoring in selected areas	6.89
Discuss an unwanted habit with counselor	5.19	Get help in selecting a career	6.89
Discuss personal relationships and social life with counselor	5.12	Get help with basic math skills	6.86
Discuss family problems with counselor	4.96	Discuss advantages/disadvantages of careers	6.62
Discuss emotional tensions with counselor	5.15	Get help in selecting an academic program	6.58
Discuss unhappy feelings with counselor	5.13	Get help in meeting new friends	6.27
Discuss the qualifications for careers	7.39	Get help in obtaining a scholarship	5.98
Get help in selecting an academic program	6.58	Get help in finding a part-time job	5.85
Discuss job market for college graduates	7.10	Get advice from an experienced student	5.83
Get help in selecting a career	6.89	Get information about clubs and social organizations	5.75
Discuss advantages/disadvantages of careers	6.62	Get help in obtaining a loan	5.64
Get help in finding a part-time job	5.85	Get information about student activities	5.58
Get help in obtaining a loan	5.64	Discuss attitude toward school with counselor	5.53
Get help in obtaining a scholarship	5.98	Discuss an unwanted habit with counselor	5.19
Get help in finding a summer job	5.09	Discuss emotional tensions with counselor	5.15
Get help in meeting new friends	6.27	Discuss unhappy feelings with counselor	5.13
Get information about student activities	5.58	Discuss personal relationships and social life with counselor	5.12
Get advice from an experienced student	5.83	Get help in finding a summer job	5.09
Get information about clubs and social organizations	5.75	Discuss family problems with counselor	4.96

YOUR ROLE AS A FACULTY MEMBER/ADVISOR

Review reports and other available data from the Student Advising Profile, Student Retention Predictor, and College Student Inventory

Discuss this information with the student

- Remember the CSI has been completed by most students at June orientation – their attitudes may have changed over the summer months

Develop action steps in consultation with the student and check in on their progress throughout the semester

Document your conversations with the student in the Notes section of the Student Advising Profile

YOUR TURN: THINK, PAIR, SHARE

In your folder you will find:

1. Student Report for Student A
2. Advisor Report Student A
3. SRP Report for your Advisees

Step 1: Complete worksheet on how you would respond to Student A and what interventions might you want to pursue with your advisees

Step 2: Discuss your thoughts with a partner

Step 3: Share out with entire group



FINAL THOUGHTS/QUESTIONS