A Strategic Partnership with RNL: Executive Summary
Best Practices and Recommended Actions

1. Develop a first-year advising model with a case management approach to include staffing ratios, training needs, early-alert procedures, and retention goals.

2. Integrate predictive and early-alert technology across the first-year experience to enable proactive interventions by advisors.

3. Identify approaches to integrate advising and student support services through appropriate organizational structures and physical co-location.

4. Train advisors on developmental and “intrusive” approaches to student dialogue and advising.

Success Strategies

- Integrating risk analytics and early-alert warnings into the retention program.
- Enabling proactive interventions with at-risk students and connecting them to appropriate student support services.
- Applying a developmental approach to advising sessions that integrates a wide variety of student success factors, both academic and non-academic, into discussions with students.
- Actively monitoring and advancing student success among at-risk populations with a case management approach to advising.
- Better integration of student support services and advising through physical co-location and revised organizational structures.
- Improving engagement, accountability, and buy-in among campus stakeholders by developing a formal retention and advising plan that can be championed by campus leaders.

Major Accomplishments

- A current state assessment was completed.
- Overall project goals were developed.
- A data informed planning approach was established.
- In the five-year strategic plan, key performance indicators (KPIs) for retention and graduation rates were updated.
- Implementation of a first-year retention management plan is well underway.
- Integration of existing efforts is ongoing.
- The development of a second-year retention management plan began.
## 2019 Visit Summaries

### April 24-25, 2019

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<th>Major Recommendations</th>
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<td>• Develop a first-year retention management intake model by aligning onboarding and first-year student success strategies.</td>
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<td>• Continue data collection for development of predictive analytics.</td>
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<td>• Data Team</td>
<td>• Develop a plan for administration of the College Student Inventory (CSI) for entering Fall 2019 new students.</td>
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<th><strong>Current State Assessment</strong></th>
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<td>• Interviews with faculty and staff to assess onboarding and first-year student success strategies</td>
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May 28-29, 2019

**Major Outcomes**

- **Overall project goals finalized.**
  - Develop a first-year student success and reenrollment management model to include staffing ratios, training needs, early-alert procedures, and retention goals (fully stand up by Fall 2020).
  - Identify approaches to integrate advising and student support services through appropriate organizational structures and potential physical co-location (fully stand up by Fall 2020).
  - Integrate predictive and early-alert technology across the first-year and second-year experience to enable proactive interventions (Fall 2019).
  - Train, as appropriate, the first-year retention management team on developmental and intrusive approaches to student counseling and advising using predictive and early-alert technology (Fall 2019).
  - Assist in implementation and developing buy-in from stakeholders to assure accountability and understanding of roles.

- **Stages of reenrollment were identified.**
  - A deeper understanding of Quest and UNIV 100 was developed.
  - Preparation for the use of CSI and Student Retention Predictor (SRP) began.
  - Efforts already underway were outlined to ensure appropriate connections to the overall project goals.
    - REAL Model
    - Task Force on New Student and Family Programs, Student Success and Retention, and Academic Advising

**Major Recommendations**

- Consider which team members would join the first-year retention management intake model.
- Develop the charge of the team.
- Begin to integrate RNL data with Starfish.
- Begin to develop the first-year reenrollment management strategy plan.
- Ensure Quest content supports academic transitions.
- Launch CSI at Quest.
August 14-15, 2019

Major Outcomes

First-Year Success Team (intake model referenced previously) with membership from Advising Centers, Office of New Student and Family Programs and Office of Student Success and Retention planning workshop.

- Delivered historical analysis.
- Delivered first-year predictive analytics for the 2019 class based on the historical analysis.
  - Delivered CSI results to date
  - Top ten student identified priorities
  - Receptivity levels
  - Desire to transfer
  - Results of nine custom items

Major Recommendations

- Strategies focusing on target group with scores between .26 and .65 (about 1,200 students).
- Use of student success/operations timeline outreach plan.
- Work with the Division of Information Technology and the Division of Student Affairs to maximize use of Starfish.

October 1-2, 2019

Major Outcomes

- Updated census data to inform planning were delivered.
- Integration with existing efforts continued.
- Data to inform a second-year retention management plan were introduced.

Major Recommendations

- Score band focus shifted to between .26 and .62 due to bandwidth of the First-Year Success Team.
- Retention goal for the 2019 class was established at 75 percent.
- Continue to assess impact of model for Fall 2020.
November 19-20, 2019

**Major Outcomes**

- Updated KPIs were outlined.
- First-Year Success Team continued to form and develop a shared vision.
- Second-year retention data were reviewed.
- Goal for the second-year retention outcome was set at 65 percent.

**Major Recommendations**

- Develop First-Year Success Team roles and responsibilities at each stage of enrollment and reenrollment.
- Continue Starfish maximization.
- Academic Affairs Leadership Team should focus on second-year retention outcome.
- Student Affairs Leadership Team should assess impact of residence halls on second-year retention.

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**2020 Visit Plans**

Currently, there are two additional spring visits planned for March 3-4, 2020 and April 21-22, 2020. These visits will continue to build upon the major accomplishments listed previously and ensure that the model is fully ready for Fall 2020 implementation. A third summer visit, designed to update the data used by First-Year Success Team, has not been scheduled, but will occur in August of 2020. This visit will be very similar to the visit held in August of 2019 and will provide data on the 2020 class to develop strategies designed to accomplish the 77 percent retention outcome.
Ruffalo Noel Levitz

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