



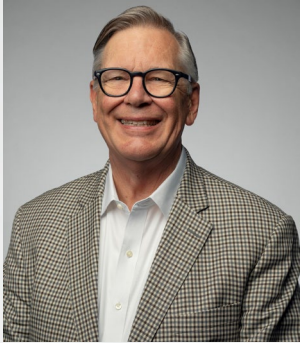
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Planning Ideas for Increasing Revenue & Student Self- Awareness Assessments

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Meet the Presenters



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AGENDA

- Retention in small, independent institutions

- Considering lost revenue from drops & transfers

- Predictors of retention

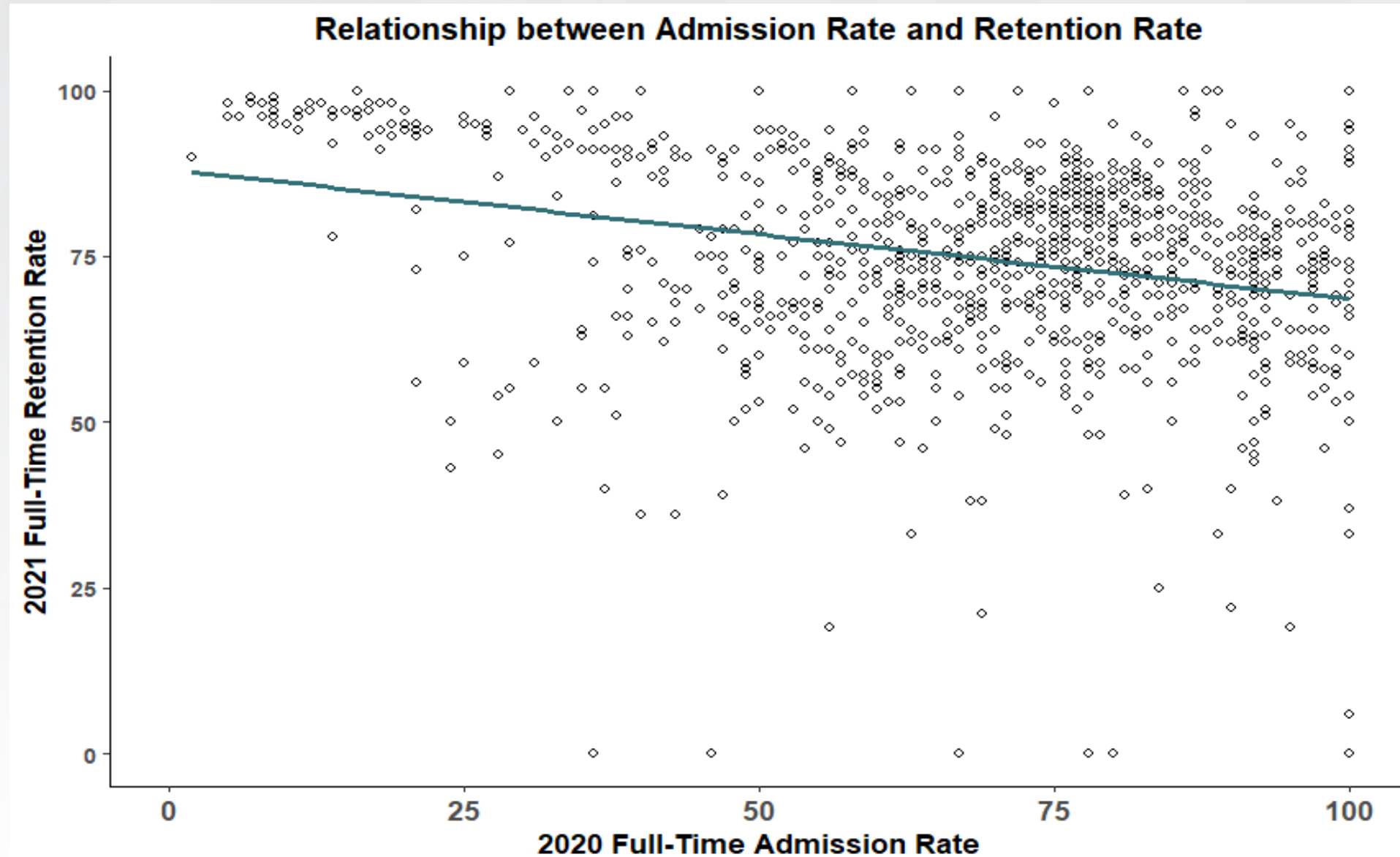
- The *Applicant Success Assessment (ASA)*

- Using the *ASA* for retention & completion

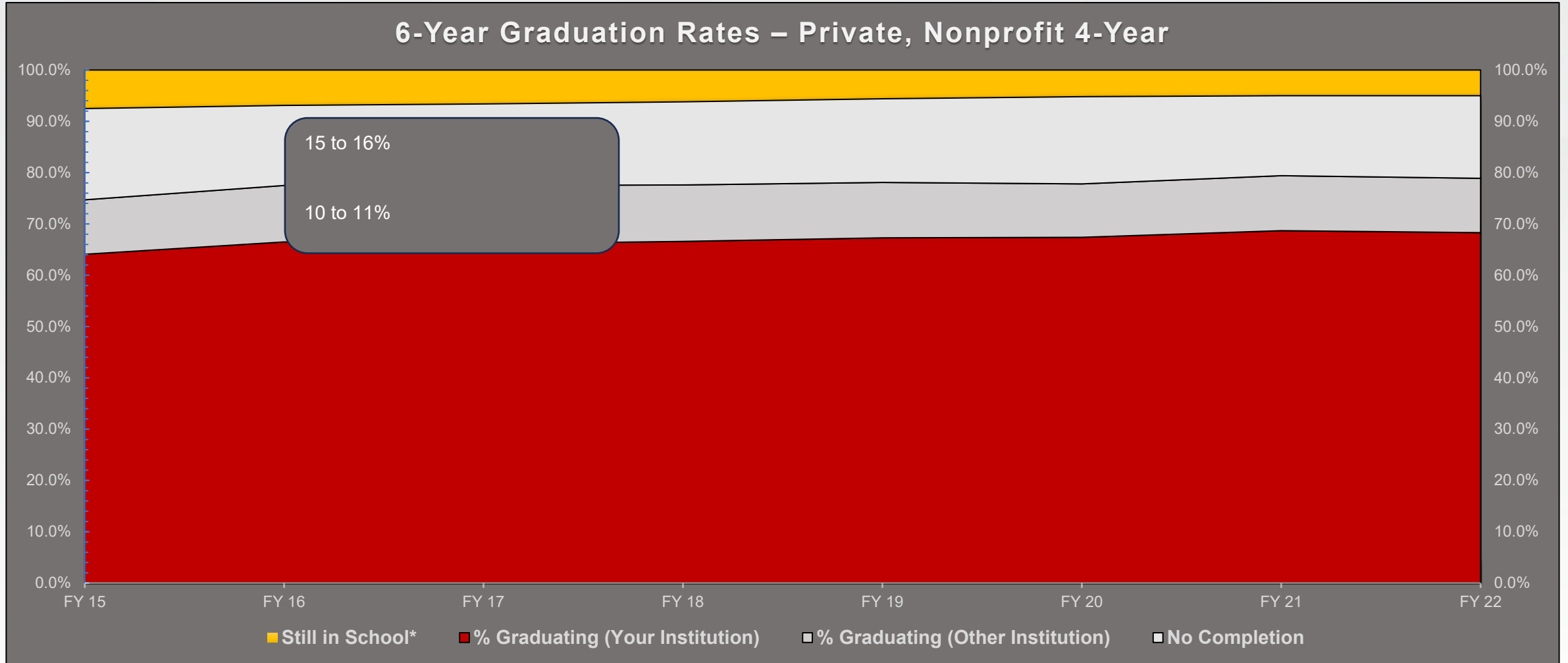
Retention in Less Selective Institutions

For more than 1,000 four-year nonprofits (IPEDS)

Less selective (often, smaller) institutions more likely to have retention deficits



Lost Revenue Is a Major Opportunity for Building Margin



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Discussion: Have You Used Different Retention Strategies Post-COVID?

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Calculating Potential Losses

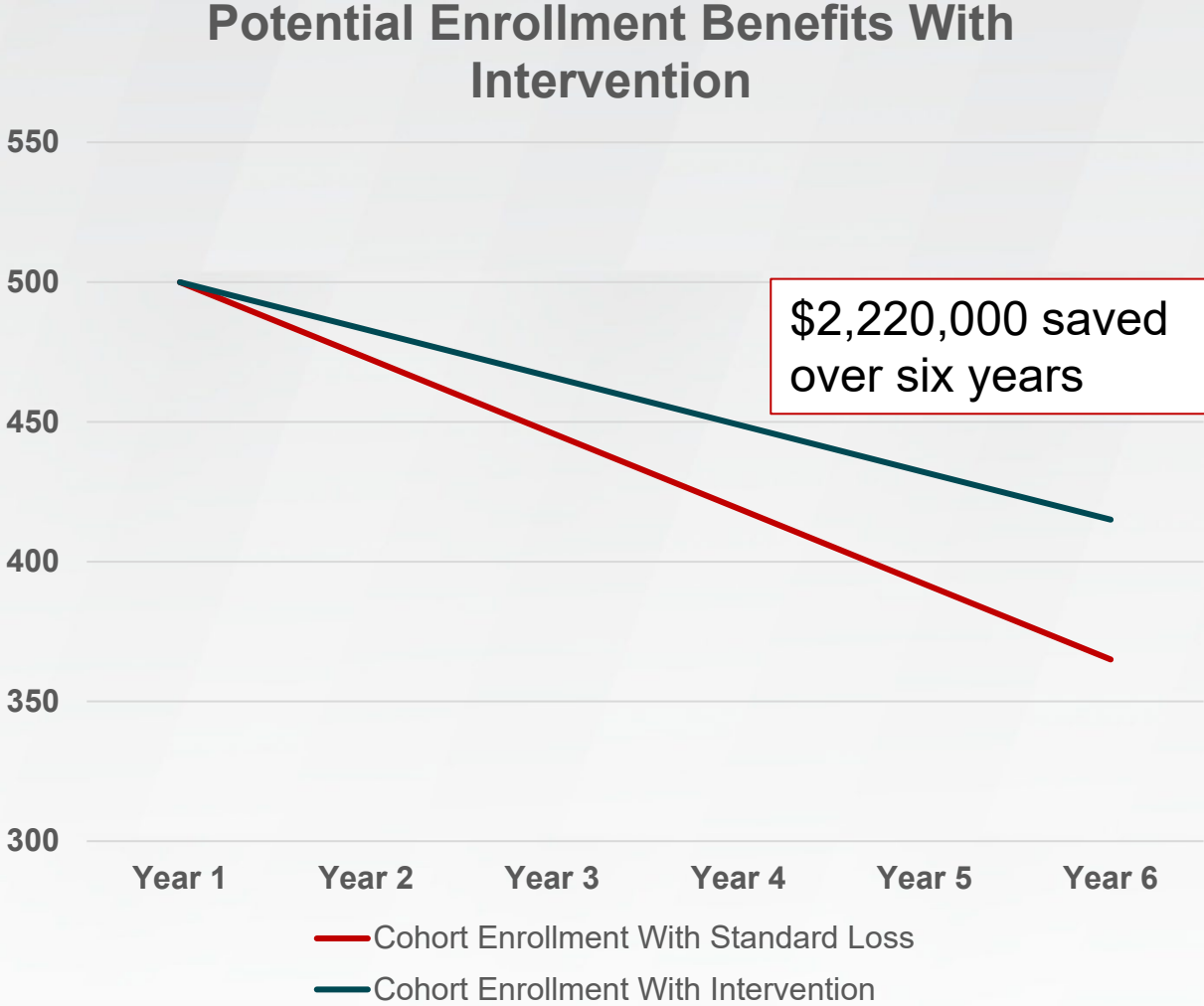
Assumptions	Data	Notes
Graduation Period	6 Years	
Entering Class Size	500	
Transfer Out Rate	10.50%	Over 6 years – Based on National Clearinghouse Data (2022) Rel April 2023
Drop Rate (No Completion)	16.5%	Based on National Clearinghouse Data (2022) Rel April 2023
Net Tuition Amount	\$25,000	Annually
Food Service & Housing	\$12,000	Annually

Cohort Enrollment With Standard Loss



Calculating Potential Revenue Saved

Computation	Amounts
Entering Class	500
Loss Rate Over 6 Years (10.5% + 16.5%)	27%
Student Loss Over 6 Years (500*27%)	135
Lost Revenue Over 6 Years (\$37,000 x 135 students lost)	\$4,995,000 lost over 6 years
If 10 Students Are Saved Each Year	\$2,220,000 saved over 6 years (\$370,000/year)

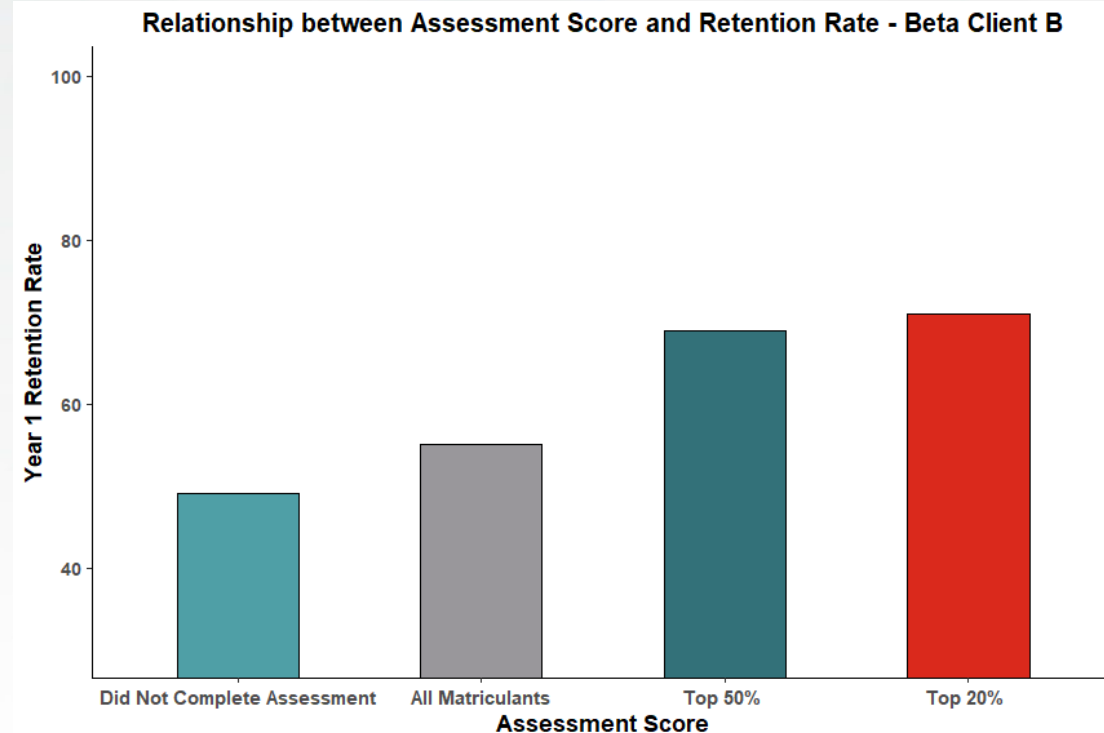
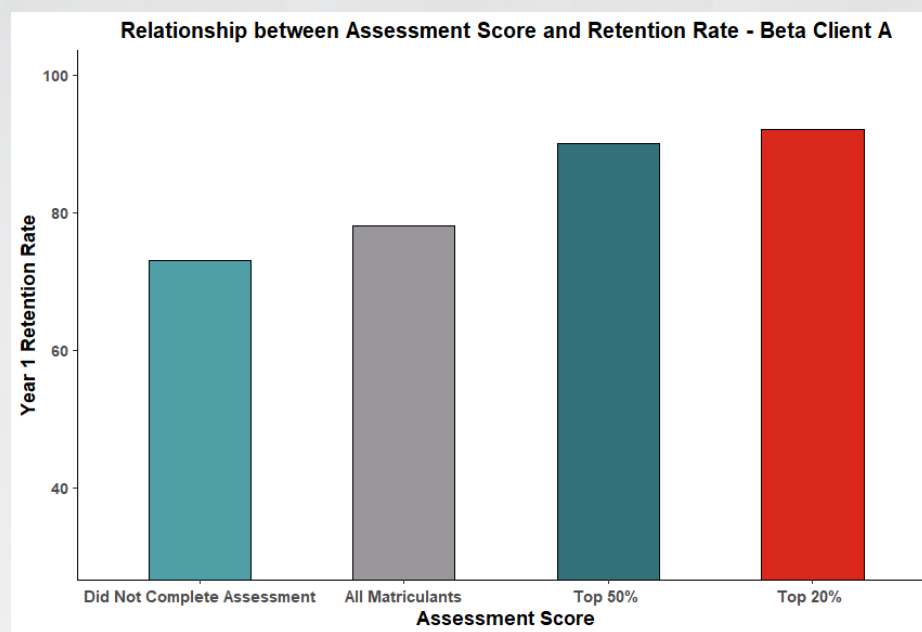


Predictors of Retention

- Perceived academic skills & problem-solving (Sass et al., 2018)
- Conscientiousness & agreeableness (Laskey & Hetzel, 2011)
- Resilience & self-control (Munt & Merydith, 2012)
- To name a few ...

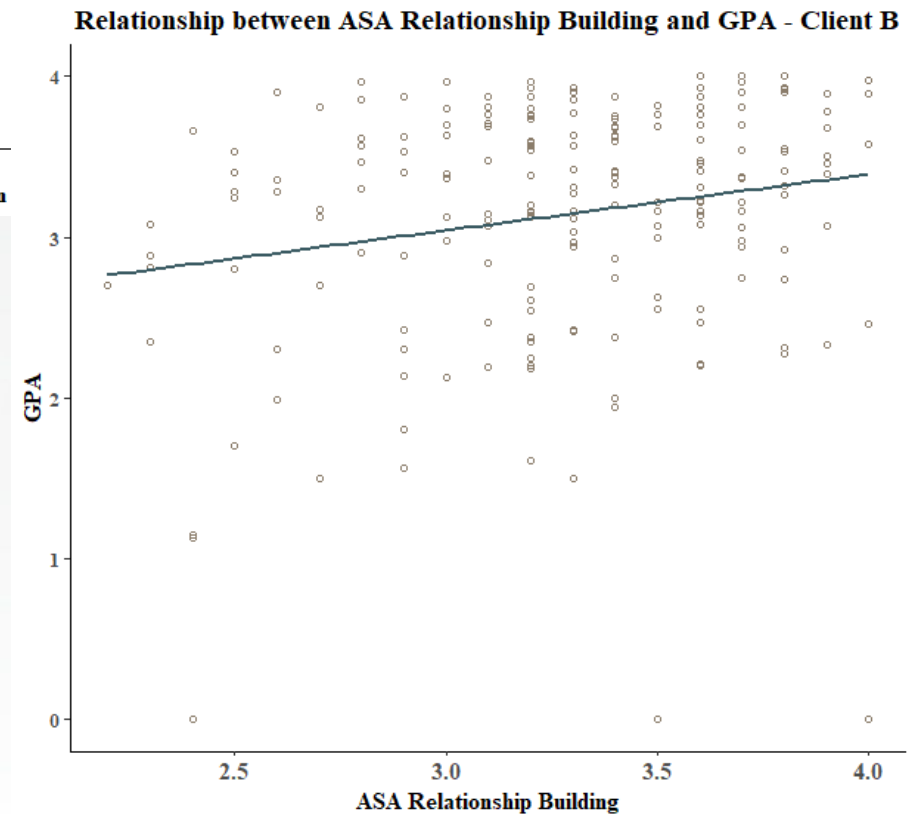
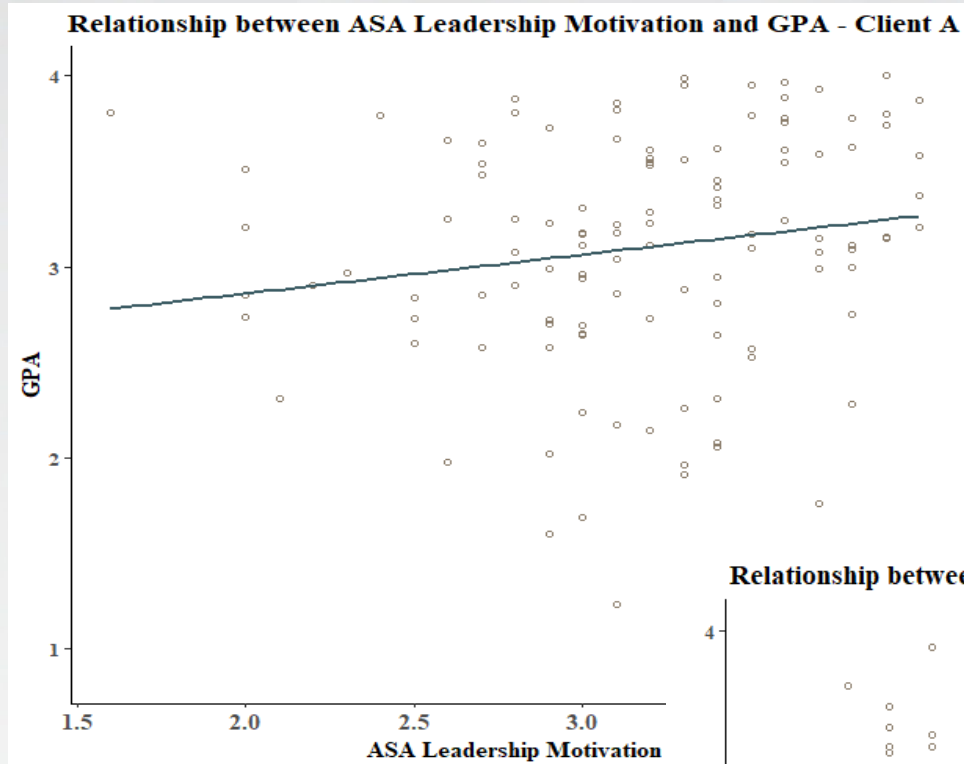
Research With Our Clients

- Two clients, both small/private institutions
- Noncognitive assessment score predicted retention
- Students who did not complete assessment at risk



Research With Our Clients

- Specific attributes predict GPA
- Attributes differ by institution



Discussion: What Are the Biggest Retention Risk Factors at Your Institution?

Scan the QR code to respond



Takeaways

- Retention should be a priority for smaller institutions
- Retention is a factor of
 - The institution's quality, offerings, services, etc.
 - ***The student's self-concept & socioemotional behaviors***
- Institutions can improve retention by helping their students become more self-aware & more intentional
 - Need a good tool for this

What Is the **Applicant Success Assessment (ASA)**?

- Assessment tool
 - Applied people analytics & psychological science
- Identifies risk factors for non-persistence
 - Based on non-cognitive factors
- Predicts likelihood of success at *any* higher education institution
- Can be fit to specific institutions

How Does the **ASA** Work?

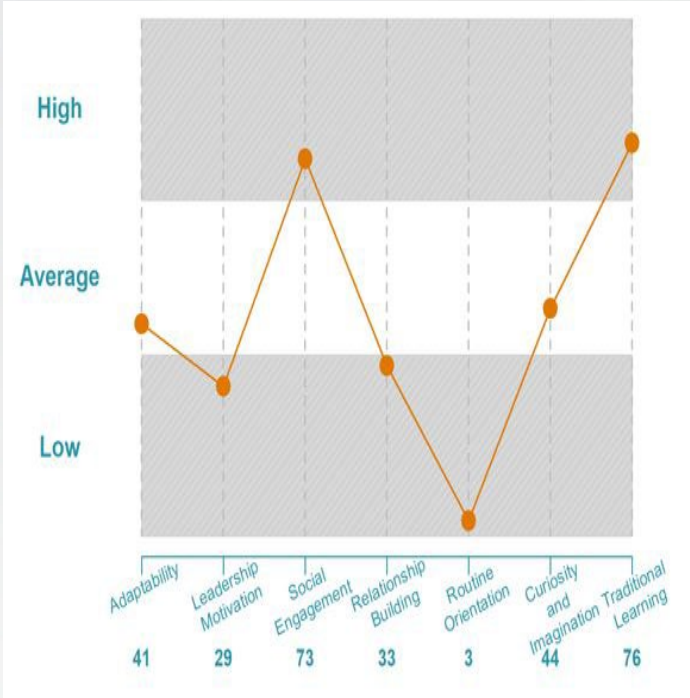
- Web-based assessment
 - 55 questions
 - 5 minutes
 - Reports generated with code-based software
- Reports to institution
 - Class summary report
 - + Including “Student Success” score for each student
 - Report for each respondent

ASA Dimensions

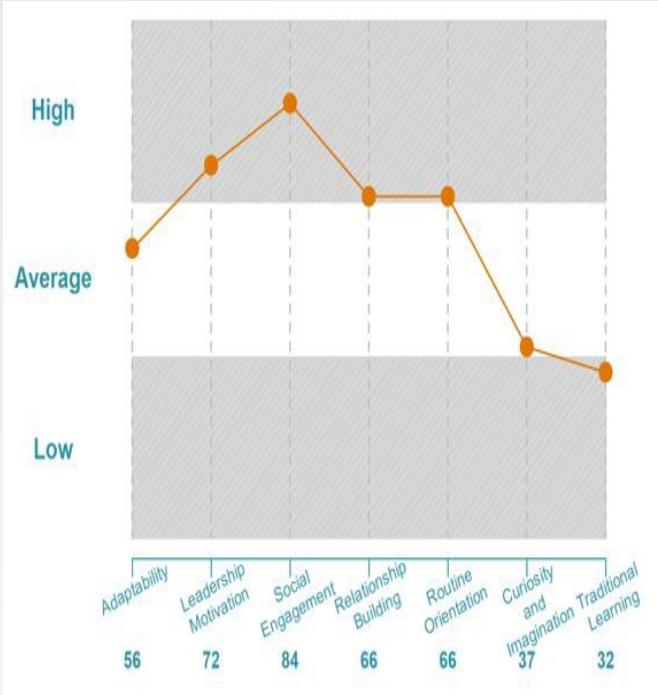
- **Adaptability** - Concerns **resilience**, composure, optimism, and stable moods.
- **Leadership Motivation** - Concerns taking initiative, being competitive, and seeking leadership opportunities.
- **Social Engagement** - Concerns seeming talkative, socially bold, and entertaining.
- **Relationship Building** - Concerns being **agreeable**, considerate, and skilled at relationships.
- **Routine Orientation** - Concerns being **conscientious**, dependable, and rule-abiding.
- **Curiosity and Imagination** - Concerns being inquisitive, visionary, and easily bored.
- **Traditional Learning** - Concerns **enjoying formal education** and staying up-to-date on technical matters.

Based on the academic literature in retention & psychological science

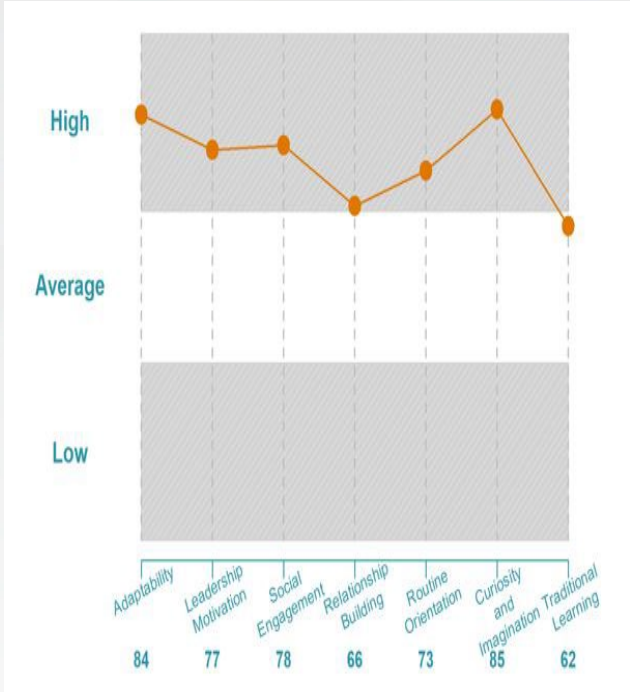
Sample ASA Reports



High-Risk Student
21% chance of persistence



Average Student
52% chance of persistence



Low-Risk Student
81% chance of persistence

Discussion: Has Your Institution Tried a Noncognitive Assessment?

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How to Use the **ASA** for Improving Retention

- Identifying at-risk students, developing a *tailored* intervention plan
- Focused & structured process for building self-awareness around scores
 - *E.g.*, two to three sessions per semester in Year 1
 - Following set steps for intervention & reflection
- Trained personnel who understand the scores & what they mean
 - Consistent, personalized coaching is associated with higher retention (Valentine & Price, 2023)

A Model for Using the ASA

Administer the ASA

- During admissions or first year
 - Students who don't take it already have a "red flag"

Review scores

- One-on-one with trained advisor or coach
 - Discuss risk factors

Brainstorm strategies

- For mitigating risk
 - *E.g.*, low routine orientation
- For building on strengths
 - *E.g.*, high relationship building

Reflection

- Student & coach keep track of strategies
- Assess areas of growth & progress

Follow-up

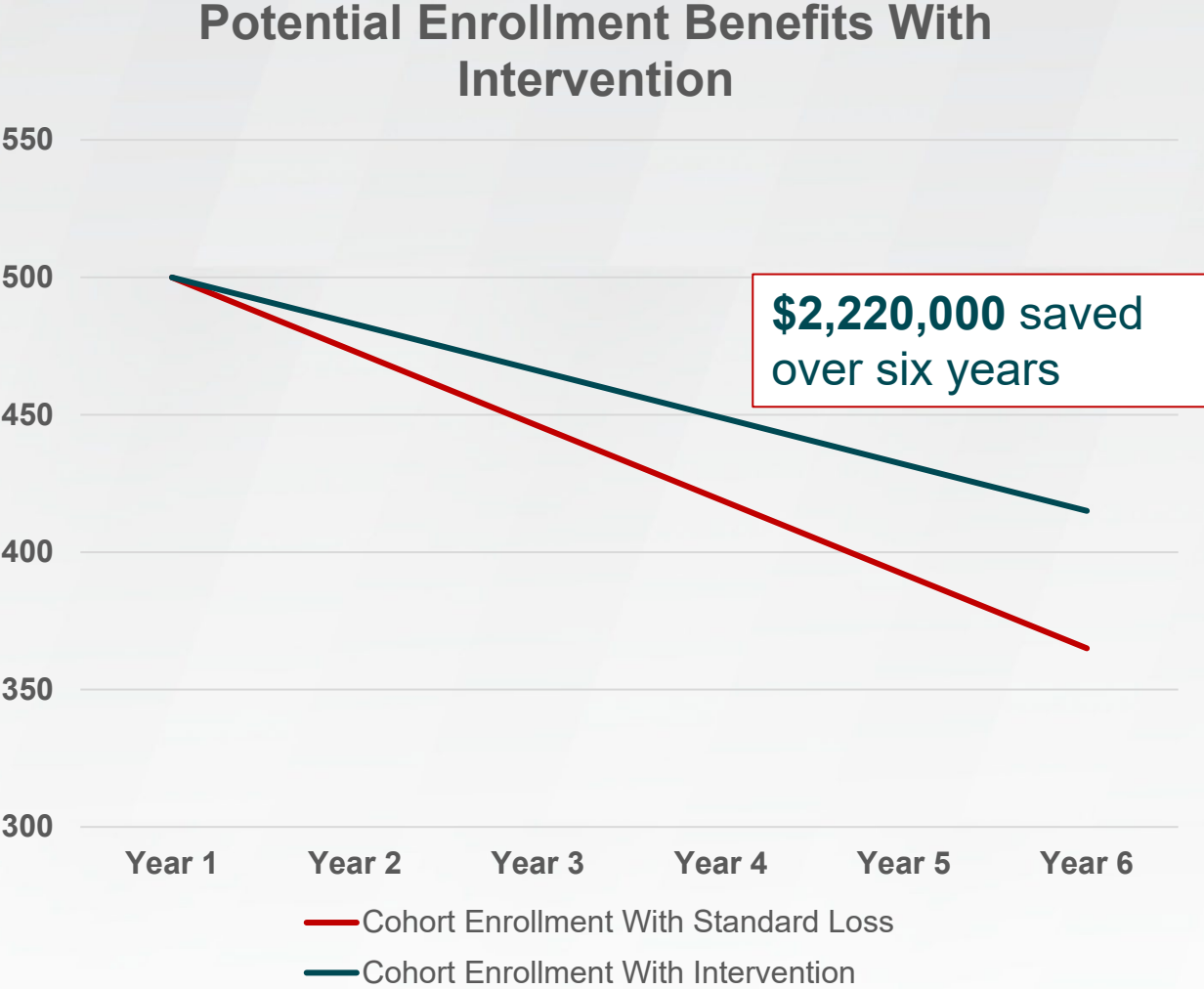
- Identifying effectiveness
- Identifying next steps

Sample Strategies

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Revisiting Revenue

Computation	Amounts
Entering Class	500
Loss Rate Over 6 Years (10.5% + 16.5%)	27%
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How many can you save with the ASA?

A photograph of a graduation ceremony where several black mortarboard caps with red tassels are being thrown into the air. The caps are scattered across the upper two-thirds of the frame against a bright, slightly hazy sky. In the lower third, the hands and forearms of graduates in green gowns are visible, reaching up towards the caps. A solid red horizontal bar is positioned at the top left of the image.

Questions?

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