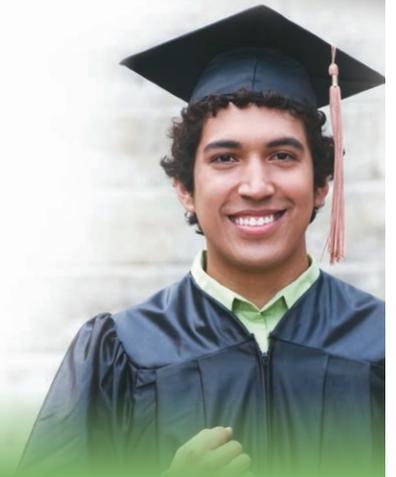


The *SuccessNavigator*® assessment in action

UNIVERSITY OF NEW MEXICO



Renee Delgado-Riley, Ph.D., Program Planning Officer at the University of New Mexico (UNM), focuses on how to best support the academic success of college and K-12 students and underserved groups. She conducts quantitative research on

student motivation, persistence and academic achievement disparities, and helps develop and assess student success programs.

Challenges facing today's students

Delgado-Riley sees the long-term value and real-world application of college courses as barriers to graduation: "We live in a world of instant gratification and the benefits of a college degree are not realized until much later, thus delaying gratification."

How the *SuccessNavigator*® assessment helps students succeed

"Our entire foundation of programming and mission is focused on student success. We serve a very diverse student population with specific needs and it has been beneficial to our students for our staff and faculty to be holistic in their service. Over the past three years, we have focused heavily on re-engaging the freshman year and developing ways for early alert systems. The *SuccessNavigator* assessment provides information that can help advisors become more aware of students' needs and strengths in order to better advise and direct students.

"Currently, we are using the *SuccessNavigator* assessment with incoming freshmen who participate in student service programs and for our student athletes. We give the students the assessment prior to new student orientation and when they come to orientation, advisors use this information to help direct students to resources on campus. The information from the assessment is being used to target interventions (i.e., workshops, tutoring, cultural programming) with students at risk of not coming back for the third semester."

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SPOTLIGHT ON GEORGE WINSTON

For George, a first-generation student from small-town Artesia, N.M., school had always come easy. He achieved good grades with little effort. George scored low in organization on the *SuccessNavigator* assessment, most likely because he never had to study or manage his time. During his first month at college, George and his advisor focused on building up his organizational skills. They reviewed the syllabus of each class, placed important dates in his planner and created separate folders for each class, and George attended workshops aimed at improving his skills. By the second month, organization was second nature to him.

While George was now doing very well in all of his courses, he didn't seem as passionate as he once was, and he was making the four-hour drive home nearly every weekend to be with his family. George's highest score on the *SuccessNavigator* assessment was on connectedness. Although he felt strongly connected to UNM, students from small towns are often homesick and are at risk of dropping out to find a school closer to home.

Delgado-Riley and his advisor put their efforts into helping George feel reconnected to UNM. By the spring semester, he was attending



athletic and campus events, got involved in a number of student organizations and started making connections with his peers outside the classroom. By the end of the year, George was making fewer trips home, and he had gained the confidence to become an orientation leader. As he said in his interview, he "wants to show new students all the great things that UNM can offer that they cannot get from anywhere else."

Improve student retention and completion rates as early as your next incoming class
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