The Benefits of a Postsecondary Degree

Average Annual Income, Age 25
- High School Grads: $28,000
- College Grads: $45,000

Unemployment Rate
- High School Grads: 12.2%
- College Grads: 3.8%

Lifetime Earnings
- High School Grads: $1.3 million
- College Grads: $2.3 million

The Challenge in Front of Us

Baccalaureate Degree Attainment by Age 24 by Family Income Quartile

- **Top Income Quartile**: 82.4%
- **Third Income Quartile**: 36.1%
- **Second Income Quartile**: 16.5%
- **Bottom Income Quartile**: 8.3%

PERCENT OF LOW INCOME STUDENTS IN U.S. PUBLIC SCHOOLS 2013
National Average: 51%

SOUTHERN EDUCATION FOUNDATION | SOUTHERNEDUCATION.ORG
Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data
36,000 Students on the Atlanta campus
2016 consolidation with Perimeter College adds 5
Associate-level campuses and 16,000 students
Graduation Rates by Race & Ethnicity

Where we were: 2003

- **WHITE**: 31.6%
- **AFRICAN AMERICAN**: 25.6%
- **HISPANIC**: 22%
Changing Demographics: Race & Ethnicity

<table>
<thead>
<tr>
<th>Minorities</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>53%</td>
<td>54%</td>
<td>56%</td>
<td>59%</td>
<td>60%</td>
<td>63%</td>
<td>65%</td>
<td>66%</td>
<td>67%</td>
<td>71%</td>
<td>74%</td>
<td></td>
</tr>
</tbody>
</table>
Low-Income Students

Percent of Georgia State Undergraduates on PELL

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>31%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>32%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>40%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>48%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>51%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>56%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>58%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>59%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>59%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>59%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>59%</td>
</tr>
</tbody>
</table>
SAT SCORES

-33 points
Appropriations Cuts

-$65 million
Are We the Problem?
19%

Percent of Confirmed Freshmen Who Did Not Enroll Summer 2015
Confirmed GSU Freshman Who Never Attended Any College: **278**

- Non-white: 76%
- First Generation: 45%
- Low Income: 71%
- Avg. High School GPA: 3.34
The Hidden Obstacles to Enrollment

- Federal Financial Aid Application
- Verification Request
- State of Georgia Immunization Proof
- Taking Placement Exams
- Registering for Classes
Portal to Guide Students Through Next Steps

Which resources matter most to you?

- Select any of our student services that interest you, and we’ll add appropriate information to your path.

A Few Recommendations:

- **Child Care**
  On campus and nearby child care options to help while you are in class.

- **First Generation to Attend College**
  Resources to help new students learn the ropes and lingo of college.

- **Commuting Services**
  Learn the different ways you can get to and from campus.

- **Student Technologies**
  Get help with all apps, gadgets, and sites that can enhance your campus experience.

All Student Services:

- **Tutoring & Academic Support**
  A great resource for help outside the classroom for your work inside the classroom.

- **Career Guidance**
  Helping you find the right career path and prepare you for the job market. It’s never too early to start.

- **Housing Services**
  Resources to help you find a place to stay near campus.

- **Clubs and Activities**
  Grow and have fun! Get involved in one of our many on-campus activities.

- **Disability Services**
  Providing support and equipment to qualified students with physical, mental, or educational needs.
A.I.-enhanced Chatbot: 24/7 Help

Which parent do I use on the FAFSA?
Jan 19 2017 6:38:13 PM

For info on which parent's information to use on the FAFSA, reply with the option that best describes your parents' marital status: Never Married Unmarried and both parents living together Married Remarried Divorced/Separated Widowed If none of these options are applicable, check out 1.usa.gov/1Qg7Tcg

Divorced
Jan 19 2017 6:38:40 PM

If your parents are divorced, the custodial parent (or the one you lived with the most in the past 12 months) is usually responsible for filling out the FAFSA. Check out this website to learn more: 1.usa.gov/1Qg7Tcg

OK and when is it due?
Jan 19 2017 6:39:09 PM

The FAFSA is available starting Oct. 1. Fill it out ASAP! (Use last year's tax info.) Some aid is first-come, first-served, so don't delay! fafsa.gov
Drop in Summer Melt:

-37%

365 More Students Enrolled
Chatbot: Continuing Students at Perimeter College

Fall 2021 RCT

FAFSA Completion: +16%

FAFSA Verification: +14%

Register for Fall classes early: +14%

Attend “Comeback Camp”: +66%

Get dropped for non-payment: -36%
Chatbot in Academic Courses
Fall 2021 RCT in American Government

Grade of “B” or higher: +16%

Final grades earned by first-generation students: +11 points

Other Continuing students +7 points

Overall Fall GPA: + 0.28 points
Average Number of Majors Cycled Through By Graduating Seniors in 2010

2.6
Overwhelming Choices

Lost
Confused
Unsure
Unclear
Perplexed
Disoriented
Bewildered
Freshman Learning Communities & Meta Majors

Freshman Learning Communities with block schedules of 5 to 6 courses:
95% of non-Honors freshmen (Opt-out model)

1st Year GPA

<table>
<thead>
<tr>
<th></th>
<th>No FLC</th>
<th>FLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>2.73</td>
<td>2.96</td>
</tr>
</tbody>
</table>

Retention

<table>
<thead>
<tr>
<th></th>
<th>No FLC</th>
<th>FLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>81%</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>GPA</td>
<td>Hours Attempt</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----</td>
<td>---------------</td>
</tr>
<tr>
<td>Non-FLC</td>
<td>2.05</td>
<td>11.1</td>
</tr>
<tr>
<td>FLC</td>
<td>2.27</td>
<td>12.7</td>
</tr>
<tr>
<td>Math 1001 DFW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-FLC: 54%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLC: 37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-FLC: 82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLC: 92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic Ret</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-FLC: 83%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLC: 90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-FLC: 85%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLC: 88%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Choice Architecture: Meta Majors

Business
Education
Exploratory
STEM
Humanities & Arts
Health Professions
Policy/Social Science
Top Employers of GSU Political Science Grads: Average Salary

- Home Depot
- Gwinnett Public Schools
- Atlanta Public Schools
- Apple
- Georgia-Pacific
- UPS

What does a career path look like for this Major?

Log in to Steppingblocks for more national data on Political Science majors.
Faculty and Department Seed Grants

Example: The Department of History
Skills-Based Approach to U.S. History Survey Courses

• Use Tableau to interpret historical data
• Data viz software as tool for presenting historical findings
• Did NOT require any alteration to existing SLOs
-32%

Drop in Major Changes After the Freshman Year
1,000+

Number of Fully Registered Students Being Dropped Each Semester for Non-Payment in 2010-2011
Financial Stop Outs

30% eventually graduate

Many with small balances, $300 or less

Seniors at greatest risk
Panther Retention Grants

AVERAGE GRANT $900

No application

Grants Awarded since 2011: 19,000

Grant Recipients Graduated This Year: 1,321
Panther Retention Grants

86.5% Students graduating within a year of receiving the grant
5,760

Students Who Dropped Out of Georgia State in 2010
Advisement: GPS Advising

Predictive Analytics Project with EAB

10 YEARS OF DATA | 2.5 MILLION GRADES | 800+ ANALYTICS-BASED ALERTS

144,000 STUDENT RECORDS | 30,000 STUDENTS TRACKED DAILY
## B.S. in Chemistry

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
</table>
| Complete 1 of ENGL 1101, ENGL 1102 or ENGL 1103 (C or Better)  
Complete MATH 1113 or Higher (B- or Better)  
Complete CHEM 1211K (B- or Better) | Complete ENGL 1102 or 1103 (C or Better)  
Complete MATH 2211 or Higher (B- or Better)  
Complete CHEM 1212K (B- or Better)  
Maintain a cumulative GPA of 2.25 or Better |

<table>
<thead>
<tr>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
</table>
| Complete CHEM 2400 (B- or Better)  
Complete MATH 2212 (C or better)  
Complete PHY 2211k (C or better) | Complete CHEM 3410 (C or better)  
PHY 2212k ( B- or Better) (C or better)  
Maintain a cumulative GPA of 2.25 or Better |

<table>
<thead>
<tr>
<th>SEMESTER 5</th>
<th>SEMESTER 6</th>
</tr>
</thead>
</table>
| Complete CHEM 4000 with a C or Better  
Complete CHEM 4110 with a C or Better | Complete CHEM 4010 with a C or Better  
Complete CHEM 4120 with a C or Better |

<table>
<thead>
<tr>
<th>SEMESTER 7</th>
<th>SEMESTER 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete CHEM 4160 with a B- or better</td>
<td>Complete CHEM 4190 with a C or Better</td>
</tr>
</tbody>
</table>
Performance in ‘Marker’ Courses

Graduation Rate in Major by Introductory Course Grade

**Introduction to Chemistry**
Natural Science majors

- A: 70.0%
- B: 66.7%
- C: 39.5%
- D/F: 8.3%

**Comparative Politics**
Political Science majors

- A: 81.8%
- B: 73.9%
- C: 25.0%
- D/F: 6.2%

**Music Theory I**
Music majors

- A: 66.7%
- B: 55.5%
- C: 12.5%
- D/F: 0.0%
106,000 Advising Meetings Annually
Results: Increased Retention

Increased Average First Term Retention
Fall to Spring Retention

- Fall 2010: 83.4%
- Fall 2011: 84.6%
- Fall 2012: 87.9%
- Fall 2013: 89.0%
Results: Decline in Time to Degree

Hours at Graduation
Native Freshmen Bachelor's Students

Median Hours at Graduation

2012: 138
2013: 137
2014: 135
2015: 133
2016: 131
2017: 130
2018: 130
2019: 130
2020: 127
$21 million

Savings to the Class of 2021 in tuition and fees when compared to the Class of 2012
Results: Confounding Expectations

STEM Degrees Conferred Since 2011 (with enrollment change)

Black +158% (50%)
Black Male +216% (54%)
Hispanic +406% (118%)
Impacts
Overwhelming Choices
Growing Recognition
The Calculus of Student Success: ROI

1-point increase in retention = 340 students

Average student tuition & fees annually/student = $9,800

ROI for each 1-point increase = $3.32 million/year
Undergraduate Degrees Awarded Annually

2010-11: 4,222
2020-21: 7,758

INCREASE: 3,536 (+84%)
# Bachelor’s Degrees Awarded by Group

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2019-2020</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1,001</td>
<td>2,213</td>
<td>+1,212</td>
<td>+121%</td>
</tr>
<tr>
<td>Pell</td>
<td>1,298</td>
<td>3,626</td>
<td>+2,328</td>
<td>+179%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>196</td>
<td>654</td>
<td>+458</td>
<td>+234%</td>
</tr>
</tbody>
</table>
Graduation Rates by Race & Ethnicity

<table>
<thead>
<tr>
<th>Race</th>
<th>2003</th>
<th>Today</th>
<th>Today, with Clearinghouse Data Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>32%</td>
<td>54%</td>
<td>78%</td>
</tr>
<tr>
<td>African American</td>
<td>26%</td>
<td>57%</td>
<td>78%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>22%</td>
<td>57%</td>
<td>81%</td>
</tr>
</tbody>
</table>
#1 in Degrees Conferred to African Americans

Top 100 Degree Producers: Non-Profit Universities
African-American Bachelor's - All Disciplines Combined

<table>
<thead>
<tr>
<th>Institutions</th>
<th>State</th>
<th>Total</th>
<th>%Grads</th>
<th>%Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Georgia State University</td>
<td>GA</td>
<td>2,213</td>
<td>40%</td>
<td>9%</td>
</tr>
<tr>
<td>2 University of Maryland Global Campus (online)</td>
<td>MD</td>
<td>1,579</td>
<td>25%</td>
<td>5%</td>
</tr>
<tr>
<td>3 University of Central Florida</td>
<td>FL</td>
<td>1,565</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>4 Grand Canyon University (online)</td>
<td>AZ</td>
<td>1,554</td>
<td>14%</td>
<td>6%</td>
</tr>
<tr>
<td>5 Florida International University</td>
<td>FL</td>
<td>1,365</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>6 Florida A&amp;M</td>
<td>FL</td>
<td>1,301</td>
<td>90%</td>
<td>11%</td>
</tr>
<tr>
<td>7 North Carolina A&amp;T</td>
<td>NC</td>
<td>1,300</td>
<td>78%</td>
<td>-1%</td>
</tr>
<tr>
<td>8 Florida Atlantic University</td>
<td>FL</td>
<td>1,229</td>
<td>21%</td>
<td>1%</td>
</tr>
<tr>
<td>9 University of Texas at Arlington</td>
<td>TX</td>
<td>1,202</td>
<td>13%</td>
<td>5%</td>
</tr>
<tr>
<td>10 Howard University</td>
<td>DC</td>
<td>1,177</td>
<td>87%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Source: Diverse Issues in Higher Education, 2020; GSU number is for 2020-2021
Perimeter College: Associate Degree 3-Year Graduation Rates

Consolidation with Georgia State

Combined Graduated, Transferred, Retained: **83%**

Source: Chronicle of Higher Education, January 2020
<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>7%</td>
<td>22%</td>
<td>+15</td>
</tr>
<tr>
<td>White</td>
<td>10%</td>
<td>22%</td>
<td>+12</td>
</tr>
<tr>
<td>African American</td>
<td>4%</td>
<td>22%</td>
<td>+18</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6%</td>
<td>25%</td>
<td>+19</td>
</tr>
<tr>
<td>Pell</td>
<td>5%</td>
<td>22%</td>
<td>+17</td>
</tr>
</tbody>
</table>

* IPEDS 3-Year Graduation Rates for Associate Degree Students
We need to do better, especially now.
K-12 Students Meeting “Fundamental” Skills Levels

3rd Grade Reading

- Pre-Pandemic: 74%
- 2021: 70%
- 2022: 67%

8th Grade Math

- Pre-Pandemic: 43%
- 2021: 40%
- 2022: 37%
## Fall Freshman Non-Pass Rates in Math & English

<table>
<thead>
<tr>
<th>Math Courses</th>
<th>DFW Rates</th>
<th>English Courses</th>
<th>DFW Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td></td>
<td>Term</td>
<td></td>
</tr>
<tr>
<td>Fall 2018</td>
<td>14%</td>
<td>Fall 2018</td>
<td>8%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>15%</td>
<td>Fall 2019</td>
<td>10%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>26%</td>
<td>Fall 2020</td>
<td>21%</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>30%</td>
<td>Fall 2022</td>
<td>18%</td>
</tr>
</tbody>
</table>
NISS Clients

UMass Boston
Colorado State University
THE UNIVERSITY OF KANSAS
KU
NCCentral UNIVERSITY
COWLEY COLLEGE
EMPIRE STATE UNIVERSITY
Schoolcraft College
LaGuardia Community College
BMCC Borough of Manhattan Community College
MORGAN STATE UNIVERSITY
John Jay College
WEBER STATE UNIVERSITY
Savannah State University
Washtenaw Community College
Kansas State University
Macomb Community College
LEHMANN COLLEGE
MONROE COUNTY COMMUNITY COLLEGE
Kennesaw State University
University of Houston Downtown
HENRY FORD COLLEGE
Sam Houston State University
In its first year, the NISS has worked with almost 30 institutions for 5 month each…

<table>
<thead>
<tr>
<th>Total:</th>
<th>Including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>42 Partner Institutions</td>
<td>8 HBCUs</td>
</tr>
<tr>
<td>1,000+ Campus Stakeholders</td>
<td>13 Community Colleges</td>
</tr>
</tbody>
</table>
Leadership is publicly committed to Student Success

Stakeholders at partner institutions perceive leadership support to be well aligned at their campus—this is bolstered by strong evidence that suggests student success is at the core of many strategic plans.

### Strategic Planning

- **(n=1013)**
  - I can't answer (3%)
  - Mostly to fully aligned (81%)
  - Not at all to somewhat aligned (15%)

### Communication & Calls to Action

- **(n=1009)**
  - I can't answer (3%)
  - Mostly to fully aligned (70%)
  - Not at all to somewhat aligned (26%)

What we heard

"The shift to focus on student success just recently happened with the creation of the strategic plan. It was always important to the institution, but there is more of a focus on it now because of the strategic plan."

"We have a strong strategic enrollment management plan that grew from the university’s strategic plan that prominently features student success and is widely known and supported across the university."

Source: NISS Campus Stakeholder Survey (CSS)
Academic Advising is under-coordinated (or worse)

The use of predictive analytics to assist academic advisors with proactive outreach to students is either lacking or not fully systematized across most partner schools.

Advising Coordination

- I can't answer (36%)
- Not at all to somewhat aligned (37%)
- Mostly to fully aligned (27%)

Leveraging Advising Data

- I can't answer (23%)
- Not at all to somewhat aligned (45%)
- Mostly to fully aligned (32%)

“…we are NOT PROACTIVELY ADVISING.”

“…there have been instances where some advising leaders do not seem to accept the university-level instructions given, and [others must] press the deans to give full-throated support.”

Source: NISS Campus Stakeholder Survey (CSS)
Non-Systematic Programming in the First Year

**KEY CHALLENGES**

First-Year supports such as Summer Bridge programs, Freshman Learning Communities, and first-year experience courses are either entirely lacking or are not implemented at scale across D3C3 institutions.

**What we found**

<table>
<thead>
<tr>
<th>First-Year Support</th>
<th>Freshman Learning Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>371</td>
<td>186</td>
</tr>
<tr>
<td>I can't answer 30%</td>
<td>I can't answer 25%</td>
</tr>
<tr>
<td>Not at all to somewhat aligned 59%</td>
<td>Not at all to somewhat aligned 62%</td>
</tr>
<tr>
<td>Mostly to fully aligned 11%</td>
<td>Mostly to fully aligned 13%</td>
</tr>
</tbody>
</table>

**What we heard**

"We do not require a freshman year experience course. It is a controversial subject."

"Faculty have been calling for such programs for over a decade. No resources have been allocated to systematically implement such a program."

"We dabble in some of this, but we don’t do anything across the board for everyone."

Sources: NISS Campus Stakeholder Survey
Non-Proactive Financial Support

**Key Challenges**

Financial aid data and practices are not widely shared across offices and may be preventing collaborative, systematic outreach.

**What we found**

- **Financial Wellness**
  - 918 respondents
  - I can't answer 50%
  - Not at all to somewhat aligned 29%
  - Mostly to fully aligned 21%

**Financial Aid Data Utilization**

- 182 respondents
  - I can't answer 60%
  - Not at all to somewhat aligned 23%
  - Mostly to fully aligned 16%

**What we heard**

- "While it is important to keep financial aid data safe and secure, it is challenging for our advisors to efficiently work with students when financial aid data is limited."

- "I do not have specific knowledge of all functions of the financial aid office."

- "We have one fin aid staff member designated to work with students who need more individualized attention, but the ability to mobilize this staff person is stifled by staff shortages…"