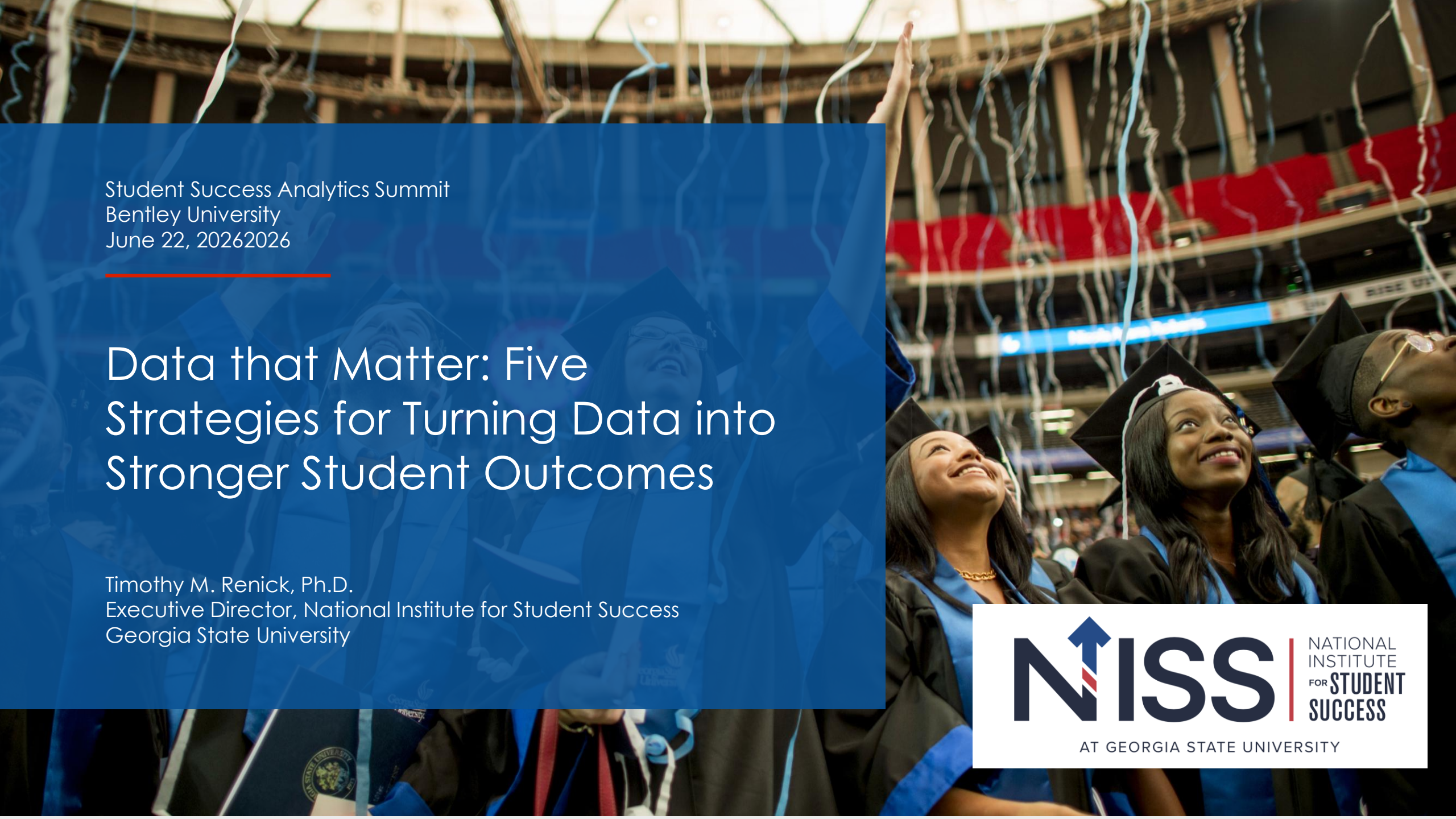

Student Success Analytics Summit
Bentley University
June 22, 20262026

Data that Matter: Five Strategies for Turning Data into Stronger Student Outcomes

Timothy M. Renick, Ph.D.
Executive Director, National Institute for Student Success
Georgia State University

NISS NATIONAL INSTITUTE FOR STUDENT SUCCESS
AT GEORGIA STATE UNIVERSITY


Georgia State University
53,000 students across 6 metro Atlanta campuses, 5 of which are two-year institutions
Park PL


Georgia Dome
Atlanta
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IRWIN ST NE
JOHN WESLEY DOBBS AVE NE
PIEDMONT AVE NE
JACKSON ST NE
OLD WHEAT ST NE
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HILLARD ST SE
BOULEVARD SE
DANIEL ST SE
HOWELL ST SE
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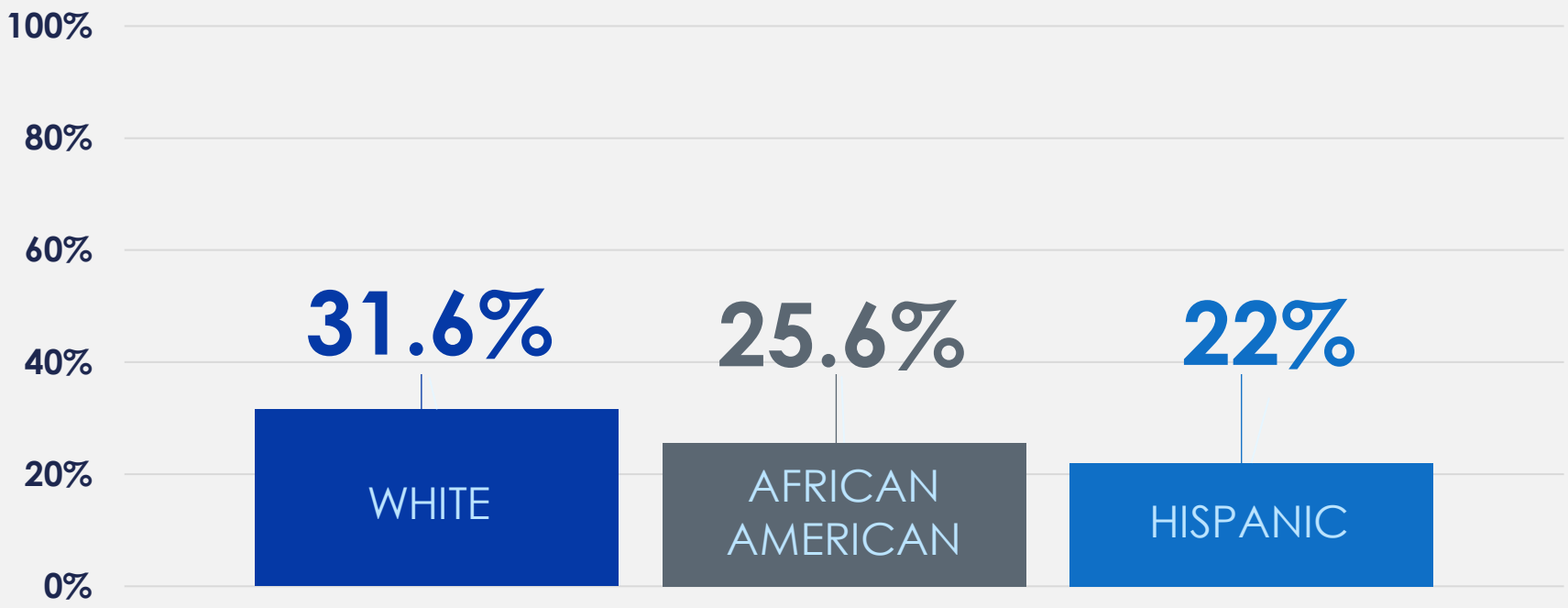
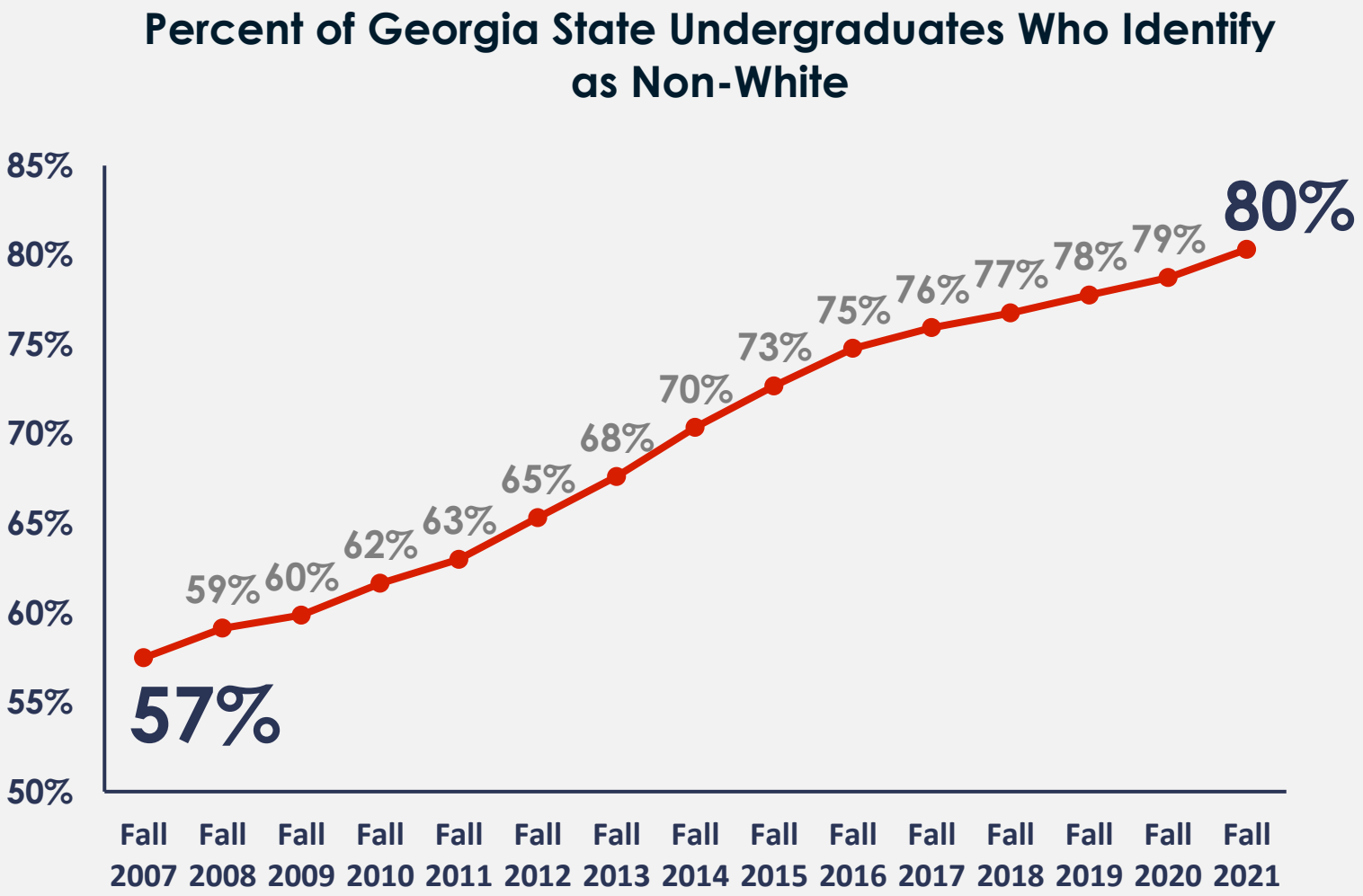
SYSTEM OF GA. CENTER
EVENING AND DAY CLASSES
24

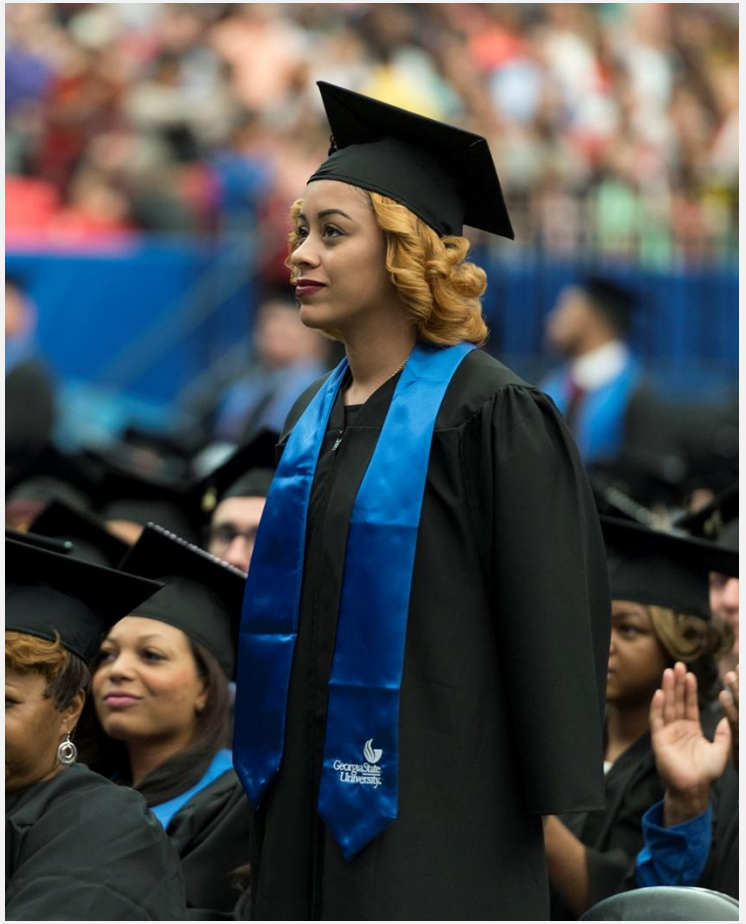
Graduation Rates by Race & Ethnicity

Where we were: 2003

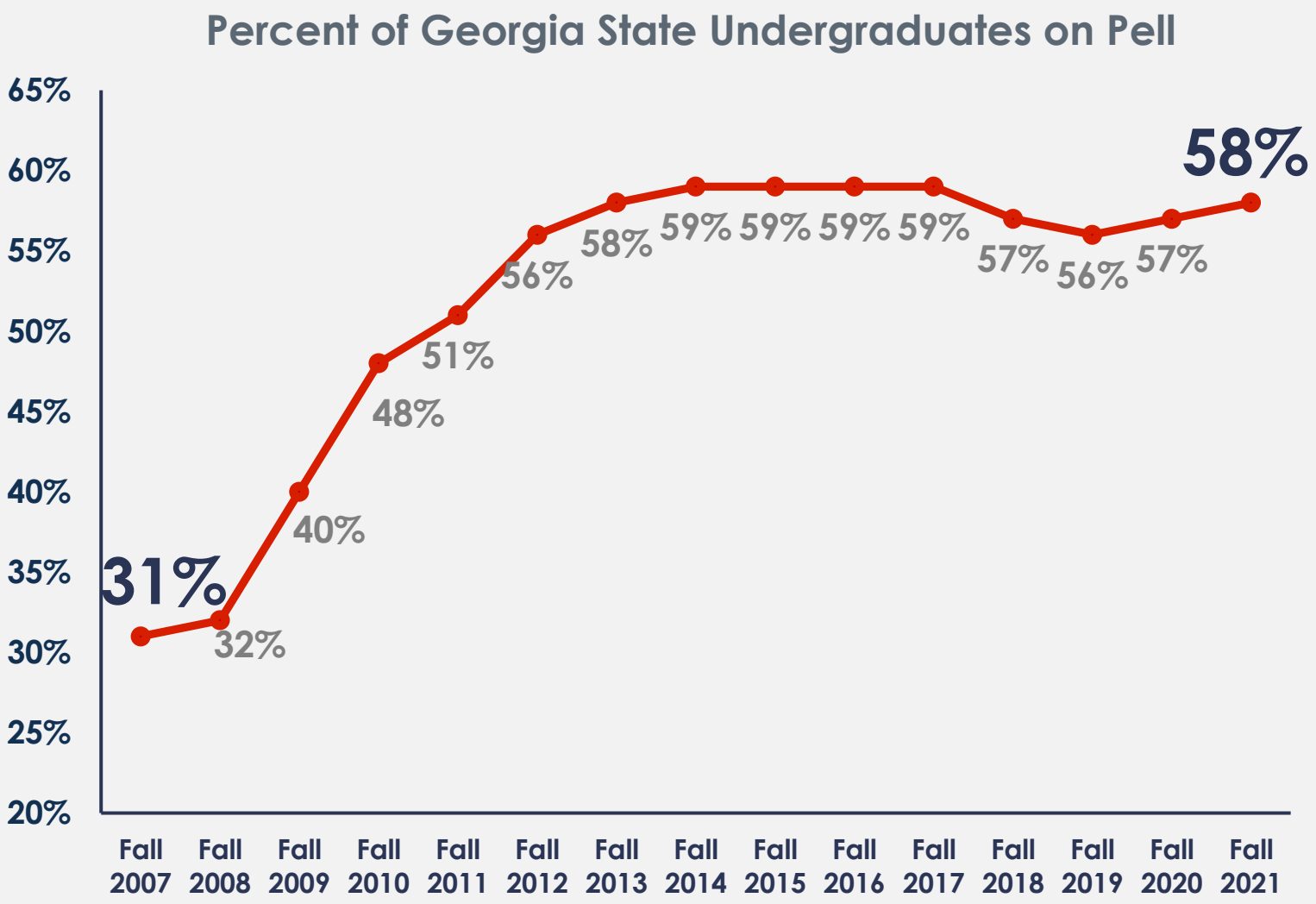


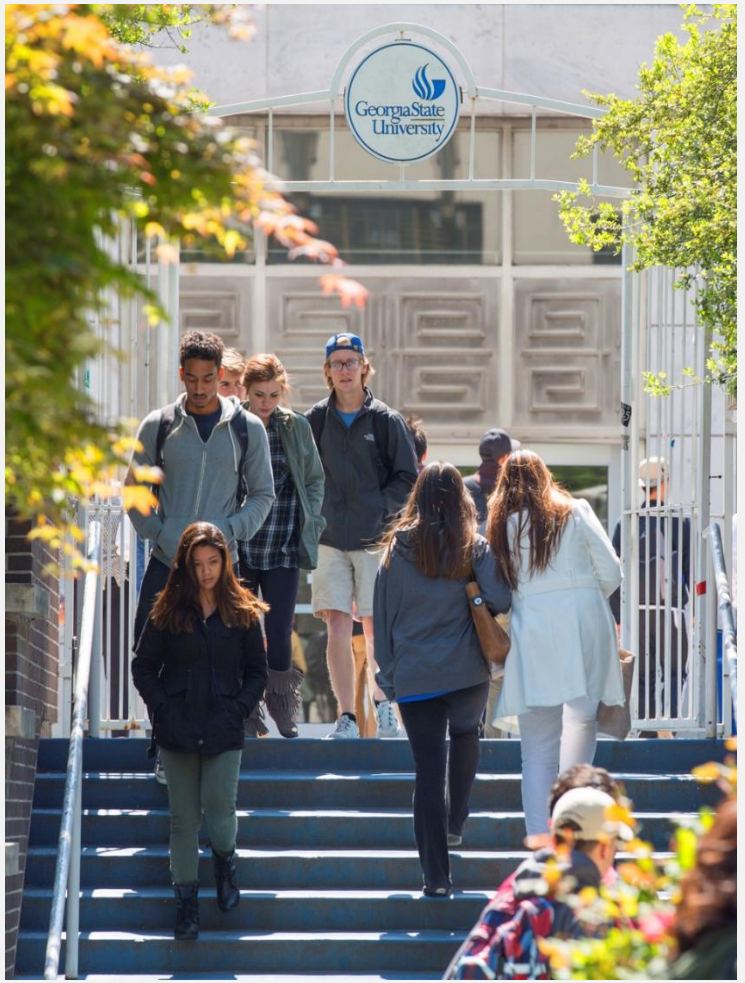
Changing Demographics at GSU: Race & Ethnicity

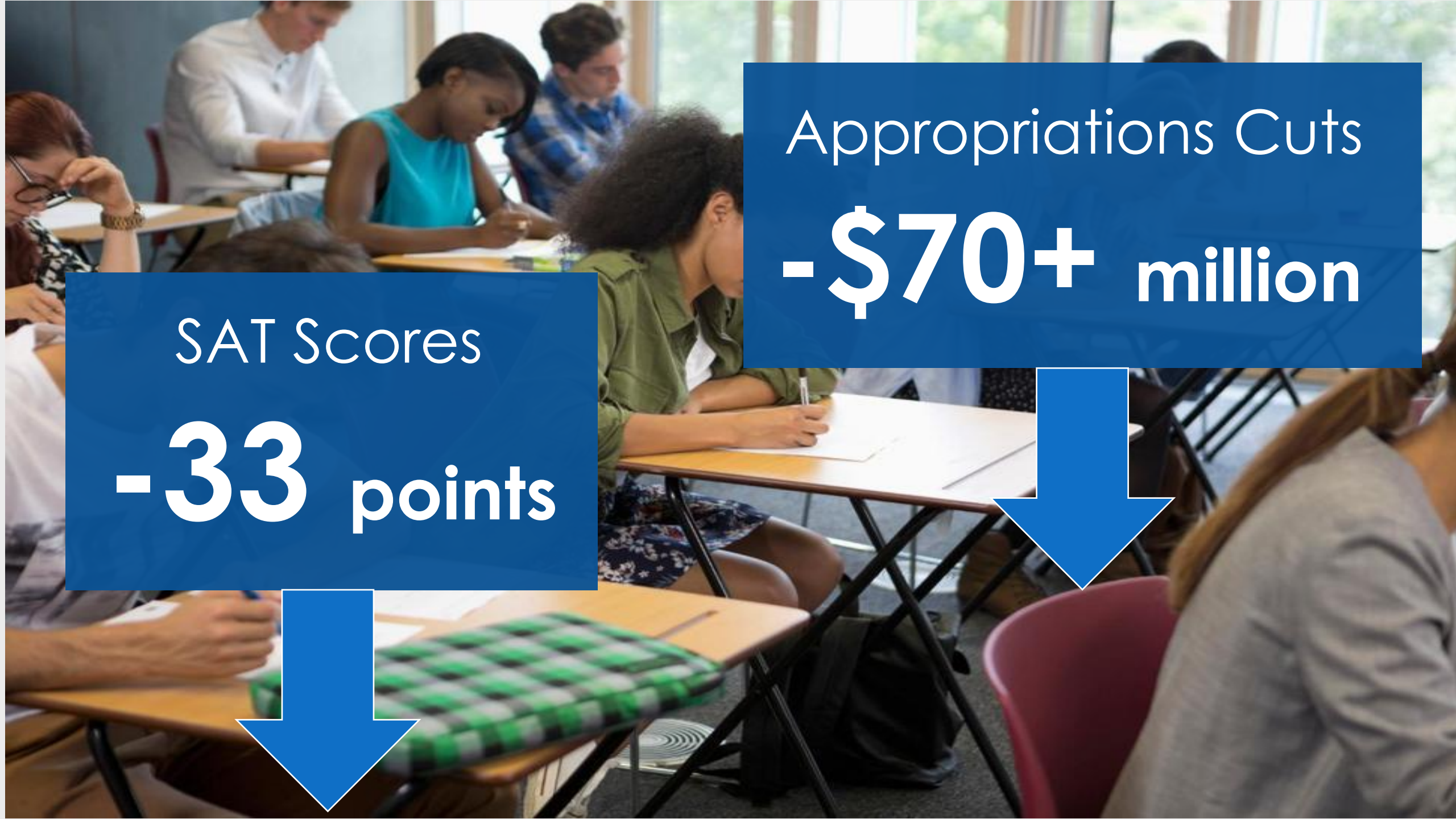




Changing Demographics at GSU: Low-Income Students






Appropriations Cuts
-$70+ million
SAT Scores
-33 points

Undergraduate Degrees Awarded Annually

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

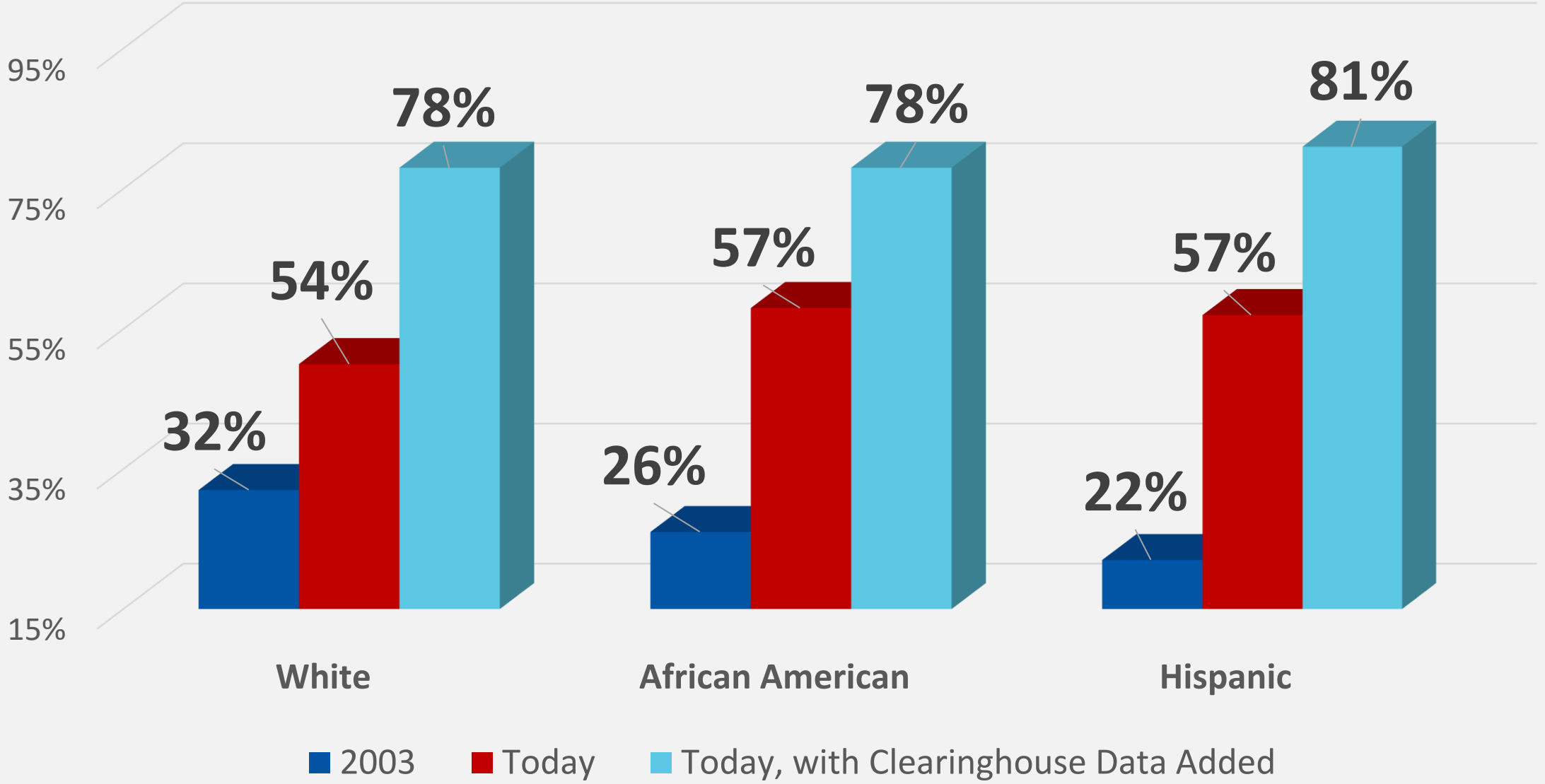
INCREASE:

3,536 (+84%)

Bachelor's Degrees Awarded by Group

	2009-10	2019-2020	Change	% Change
African American	1,001	2,213	**+1,212**	**+121%**
Pell	1,298	3,626	**+2,328**	**+179%**
Hispanic	196	654	**+458**	**+234%**

Graduation Rates by Race & Ethnicity



#1 in Degrees Conferred to African Americans

Top 100 Degree Producers: Non-Profit Universities

African-American Bachelor's - All Disciplines Combined

	Institutions	State	Total	%Grads	%Chg
1	Georgia State University	GA	2,213	40%	9%
2	University of Maryland Global Campus (online)	MD	1,579	25%	5%
3	University of Central Florida	FL	1,565	11%	7%
4	Grand Canyon University (online)	AZ	1,554	14%	6%
5	Florida International University	FL	1,365	12%	12%
6	Florida A&M	FL	1,301	90%	11%
7	North Carolina A&T	NC	1,300	78%	-1%
8	Florida Atlantic University	FL	1,229	21%	1%
9	University of Texas at Arlington	TX	1,202	13%	5%
10	Howard University	DC	1.177	87%	8%

Source: Diverse Issues in Higher Education, 2020; GSU number is for 2020-2021


What changed?

Strategy One

Let the data lead you

1,000+

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

Graduation Rates by Financial Stop-Out Status, 2013-2021

Term	*Dropped Status*	*# Students*	*1yr Graduated*	*2yr Graduated*	*3yr Graduated*	*4yr Graduated*	*5yr Graduated*	*6yr Graduated*
Fall 2013	Financial Drop	276	6%	12%	18%	21%	24%	**25%**
	No Drop	24583	23%	40%	53%	63%	67%	**71%**
Fall 2014	Financial Drop	324	3%	8%	11%	15%	16%	**18%**
	No Drop	24950	23%	40%	54%	64%	67%	**71%**
Fall 2015	Financial Drop	334	5%	10%	17%	22%	25%	**28%**
	No Drop	24638	24%	41%	55%	65%	68%	**71%**

Graduation Rates by Financial Stop-Out Status, 2013-2021

71%

24%

Term	Dropped Status	# Studen				4yr Graduated	5yr Graduated	6yr Graduated
Fall 2013	Financial Drop	27				21%	24%	**25%**
	No Drop	2458				63%	67%	**71%**
Fall 2014	Financial Drop	32				15%	16%	**18%**
	No Drop	2495				64%	67%	**71%**
Fall 2015	Financial Drop	33				22%	25%	**28%**
	No Drop	24638	24%	41%	55%	65%	68%	**71%**

Financial Stop Outs

Most **academically on track**

Many with small balances, **$500 or less**

Seniors at greatest risk

Panther Retention Grants

- Students close to graduating
- Making good progress
- Exhausted aid
- No application needed

AVERAGE GRANT $900

Grants Awarded since 2011: **22,000+**

Graduation Rates by Stop Outs for Seniors, 2013-2021

Term	Dropped Status	# Students	1yr Graduated	2yr Graduated	3yr Graduated	4yr Graduated	5yr Graduated	6yr Graduated
Fall 2013	Fin Drop	110	12%	23%	27%	30%	31%	**31%**
	PRG Recipient	80	59%	68%	71%	74%	75%	**76%**
	Not Dropped	9024	56%	72%	77%	79%	79%	**80%**
Fall 2014	Fun Drop	107	8%	17%	22%	25%	27%	**31%**
	PRG Recipient	277	73%	80%	84%	85%	86%	**87%**
	Not Dropped	8591	58%	72%	77%	79%	80%	**80%**
Fall 2015	Fin Drop	109	14%	21%	29%	33%	35%	**35%**
	PRG Recipient	382	79%	85%	86%	88%	89%	**88%**
	Not Dropped	8338	59%	73%	78%	79%	80%	**81%**

Impact of Panther Retention Grants

85% Senior grant recipients are now graduating

-$3,700 Average Debt at Graduation of Panther Retention Recipients Compared to Non-Recipients in the Comparison Group

Source:

Rossmann, Daniel; Karon, Julia, and Alamuddin, Rayanne, The Impacts of Emergency Micro-Grants o Student Success: Evaluation Study of Georgia State University's Panther Retention Grant Program, Ithaka S+R, March 2022. https://doi.org/10.18665/sr.316611

Strategy Two

Lead with the data

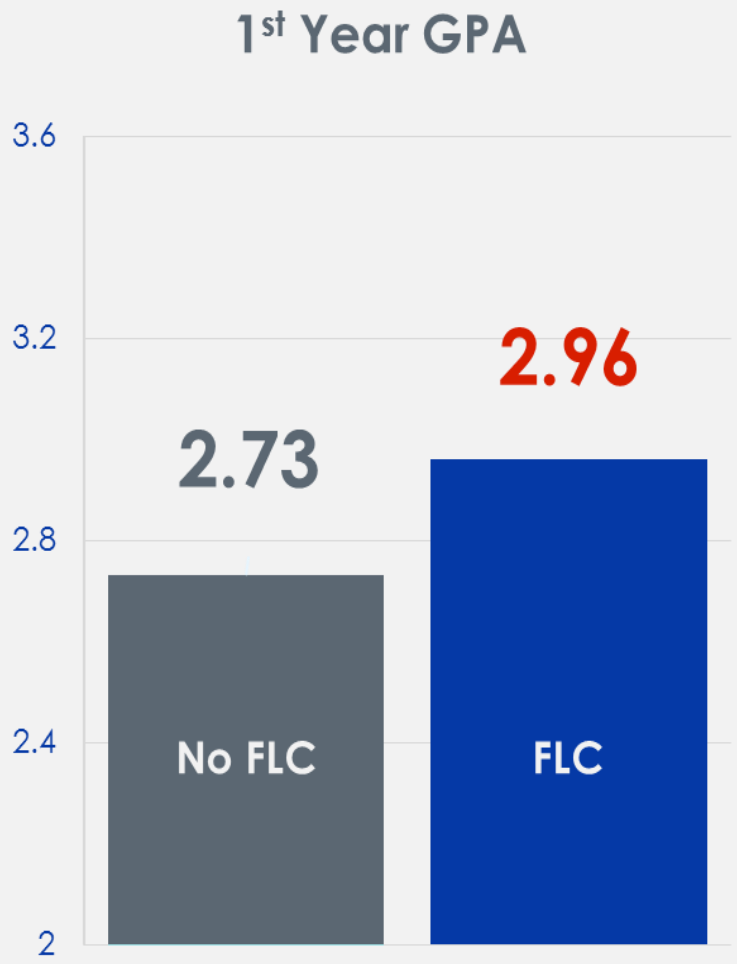
2.6

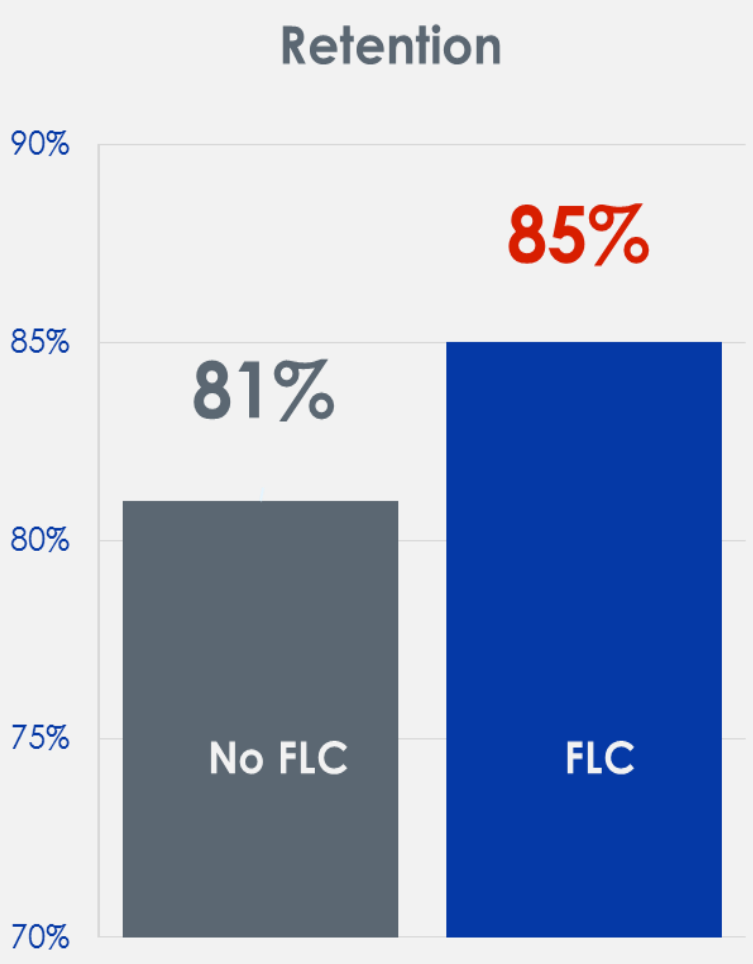
Average Number of Majors Cycled Through By Graduating Seniors in 2010


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)





Choice Architecture: Meta Majors

Business
Education
Exploratory
STEM
Humanities & Arts
Health Professions
Policy/Social Science

Guides with Live Job Data of GSU Alums by Major

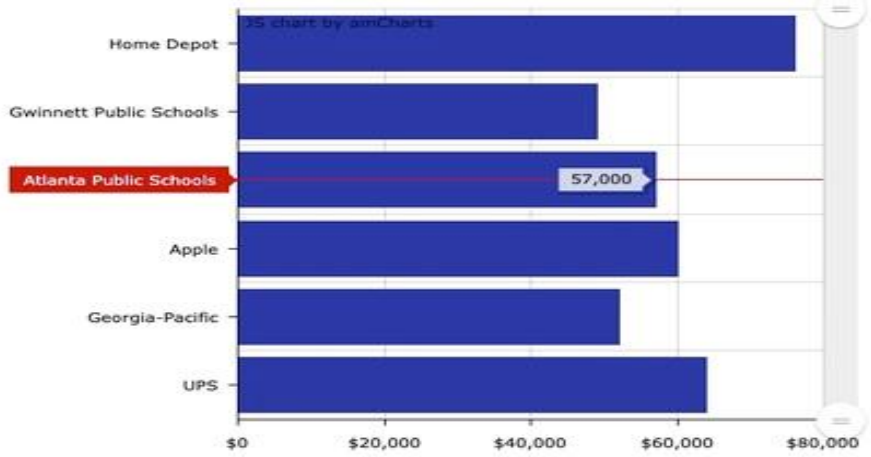
Georgia State Home | STUDENTS | FACULTY & STAFF

About | How This Works | Engagement | CTC In The Majors & Pathways | Faculty Training Tool Kit

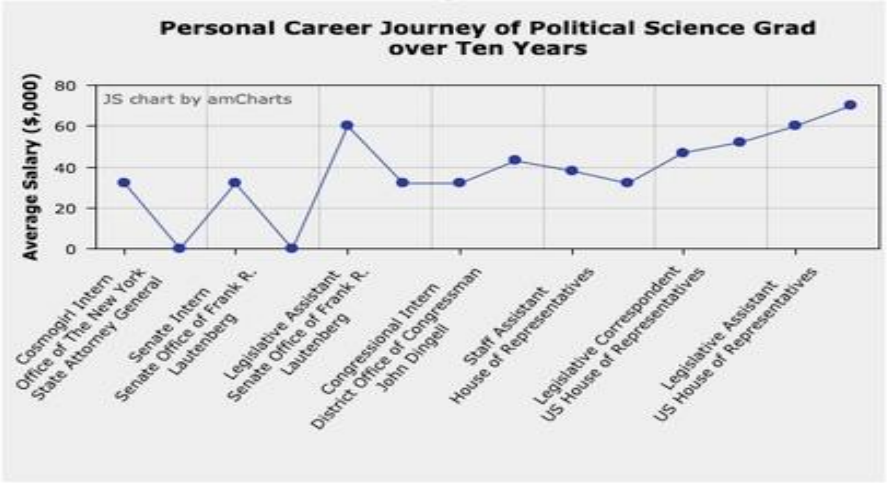
Your Career Starts Here

WHEN YOU TAKE YOUR FIRST STEPS ON CAMPUS, **YOU ARE CHARTING YOUR CAREER PATH.**

Top Employers of GSU Political Science Grads: Average Salary



What does a career path look like for this Major?



Log in to Steppingblocks for more **national** data on Political Science majors.

-32%

Drop in Major Changes After the Freshman Year

“That won’t work here”

“It’s wonderful that we have seen such positive results with our bachelor’s students, but this model will never work for our 2-yr students because they <*insert reason here*>.”




Consensus Building?

Fall 2018 Academic Outcomes for *Associate* Level Freshmen

Freshman Learning Community Status	Students	GPA	Avg. Hours Attempted	Avg. Hours Earned	Spring Retention
Freshman Learning Community (FLC)	1,512	**2.22**	**12.7**	**9.4**	**90.5%**
Non-FLC	1,058	**2.05**	**11.1**	**7.3**	**83.7%**

Pushback

"Ok, but these data are masking inequities by demographic group. Certain populations of students aren't benefitting."




Consensus Building

Fall 2018 Perimeter College New Freshmen* Academic Outcomes

By Learning Community Participation

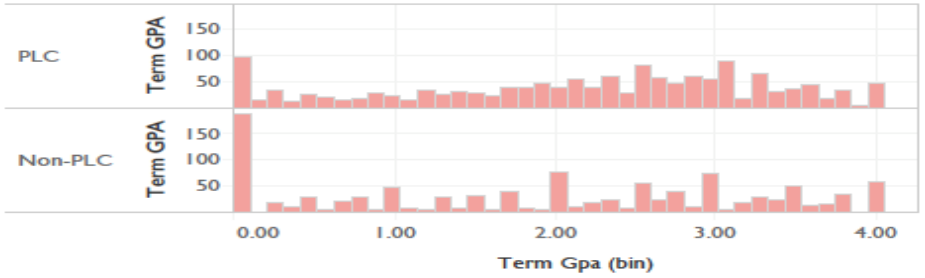
Overall

	Students	Aggregate GPA	Avg. Term Hours Attempted	Avg. Term Hours Earned	Spring Retained
PLC	1,512	2.22	12.7	9.4	90.5%
Non-PLC	1,058	2.05	11.1	7.3	83.8%

By Primary Campus

		Students	Aggregate GPA	m Hours Attempted	Term Hours Earned	Spring Retained
Alpharetta	PLC	203	2.15	13.0	9.7	89.7%
	Non-PLC	114	2.42	11.6	8.4	88.6%
Clarkston	PLC	322	2.13	12.7	8.9	91.0%
	Non-PLC	209	1.78	11.0	6.7	82.8%
Decatur	PLC	289	2.23	12.9	9.9	92.0%
	Non-PLC	154	1.53	11.4	6.5	87.0%
Distance/ Online	PLC	15	2.14	10.5	7.1	80.0%
	Non-PLC	236	2.17	9.9	6.5	80.9%
Dunwoody	PLC	496	2.31	12.6	9.5	90.1%
	Non-PLC	269	2.22	11.7	8.2	84.0%
Newton	PLC	187	2.25	12.6	9.3	89.8%
	Non-PLC	76	2.29	11.4	7.9	81.6%

Term GPA Distribution



*Excludes Honors students and Athletes

by Race

		Students	Aggregate GPA	Avg. Term Hours Attempted	Avg. Term Hours Earned	Spring Retained
American Indian or Alaska Native	PLC	23	2.27	12.8	9.4	91.3%
	Non-PLC	10	1.66	10.2	5.7	70.0%
Asian	PLC	120	2.36	12.7	9.6	94.2%
	Non-PLC	86	2.53	11.5	9.0	95.3%
Black or African American	PLC	753	2.02	12.8	8.9	91.8%
	Non-PLC	556	1.68	11.1	6.4	82.7%
More Than One Race	PLC	108	2.31	12.9	9.9	90.7%
	Non-PLC	87	1.92	10.5	6.9	74.7%
Native Hawaiian or Other Pacific Islander	PLC	10	2.19	13.5	10.2	100.0%
	Non-PLC	2	2.13	13.0	9.0	50.0%
Not Reported	PLC	72	2.49	12.6	10.1	86.1%
	Non-PLC	63	2.38	11.6	8.5	87.3%
White	PLC	426	2.47	12.5	10.0	87.6%
	Non-PLC	254	2.63	11.0	8.3	85.4%

By Ethnicity

		Students	Aggregate GPA	Avg. Term Hours Attempted	Avg. Term Hours Earned	Spring Retained
Hispanic	PLC	293	2.34	12.7	9.6	89.8%
	Non-PLC	144	2.23	11.3	8.0	82.6%
Non-Hispanic	PLC	1,174	2.18	12.7	9.3	90.7%
	Non-PLC	850	1.97	11.0	7.0	84.1%
Not Reported	PLC	45	2.68	12.1	10.2	88.9%
	Non-PLC	64	2.58	11.8	8.8	82.8%

By Gender

		Students	Aggregate GPA	Avg. Term Hours Attempted	Avg. Term Hours Earned	Spring Retained
Female	PLC	798	2.32	12.7	9.6	90.5%
	Non-PLC	563	2.07	11.0	7.2	84.9%
Male	PLC	714	2.11	12.7	9.2	90.5%
	Non-PLC	495	2.03	11.1	7.3	82.6%

Consensus Building

Fall 2018 Perimeter College New Freshmen* Academic Outcomes

By Learning Community Participation

Overall

	Students	Aggregate GPA	Avg. Term Hours Attempted	Avg. Term Hours Earned	Spring Retained
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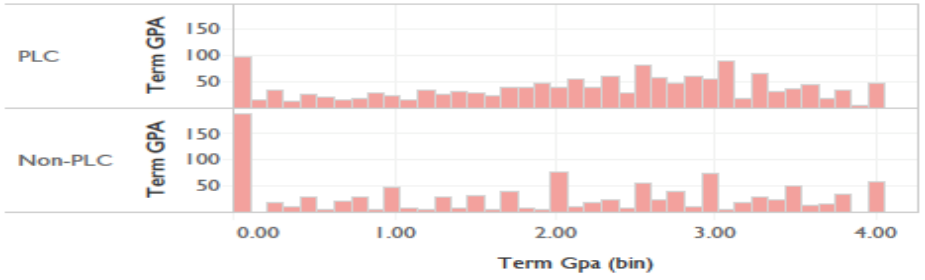
	Non-PLC	236				
Dunwoody	PLC	496				
	Non-PLC	269				
Newton	PLC	187				
	Non-PLC	76				

Term GPA Distribution



*Excludes Honors students and Athletes

by Race

		Students	Aggregate GPA	Avg. Term Hours Attempted	Avg. Term Hours Earned	Spring Retained
					9.4	91.3%
					5.7	70.0%
					9.6	94.2%
					9.0	95.3%
					8.9	91.8%
					6.4	82.7%
					9.9	90.7%
					6.9	74.7%
					10.2	100.0%
					9.0	50.0%
					10.1	86.1%
					8.5	87.3%
					10.0	87.6%
					8.3	85.4%

					Avg. Term Hours Earned	Spring Retained
					9.6	89.8%
					8.0	82.6%
					9.3	90.7%
					7.0	84.1%
Not Reported	PLC	45	2.68	12.1	10.2	88.9%
	Non-PLC	64	2.58	11.8	8.8	82.8%

By Gender

		Students	Aggregate GPA	Avg. Term Hours Attempted	Avg. Term Hours Earned	Spring Retained
Female	PLC	798	2.32	12.7	9.6	90.5%
	Non-PLC	563	2.07	11.0	7.2	84.9%
Male	PLC	714	2.11	12.7	9.2	90.5%
	Non-PLC	495	2.03	11.1	7.3	82.6%

Impact of FLC on Retention

White	+2.1 points
Black	+9.1
Hispanic	+7.3
Male	+7.9
Female	+5.6

Pushback

"Yeah, but our students really struggle in Math and English and shouldn't be advised into those courses too soon. I saw students struggling in my classes."




Consensus Building

Fall 2018 PC Outcomes by Learning Community Participation

Fall 2018 New Freshmen (non-Honors, non-Athletes)

By Subject

Subject	Learning Community	Students	Course GPA	DFW Rate
ENGL	PLC	1,260	2.27	27.6%
	Non-PLC	795	2.14	35.2%
MATH	PLC	1,172	1.81	42.3%
	Non-PLC	670	1.70	48.5%

Math Courses

Course Number	Learning Community	Students	Course GPA	DFW Rate
997	PLC	349		38.1%
	Non-PLC	290		44.5%
999	PLC	66		33.3%
	Non-PLC	45		40.0%
1001	PLC	755	1.96	37.6%
	Non-PLC	473	1.50	54.3%

English Courses

Course Number	Learning Community	Students	Course GPA	DFW Rate
999	PLC	245		18.0%
	Non-PLC	218		30.3%
1101	PLC	1,243	2.27	29.5%
	Non-PLC	762	2.13	36.5%
1102	PLC	17	2.38	29.4%
	Non-PLC	32	2.39	40.6%

Consensus Building

Impact of DFW Rates

English	-7.6 points
Math 997	-6.4
Math 999	-6.7
Math 1001	-16.7

Fall 2018 PC Outcomes by

Fall 2018 New Freshmen (non-Honors, no

By Subject

Subject	Lear Com			
ENGL	PLC			
	Non			
MATH	PLC			
	Non-PLC	670	1.70	48.5%

Math Courses

Course Number	Learning Community	Students	Course GPA	DFW Rate
997	PLC	349		38.1%
		290		44.5%
		66		33.3%
		45		40.0%
		755	1.96	37.6%
		473	1.50	54.3%

		dents	Course GPA	DFW Rate
		245		18.0%
	Non-PLC	218		30.3%
1101	PLC	1,243	2.27	29.5%
	Non-PLC	762	2.13	36.5%
1102	PLC	17	2.38	29.4%
	Non-PLC	32	2.39	40.6%

Consensus Building

"Well, alright then, let's do this!!!"

Consensus Building

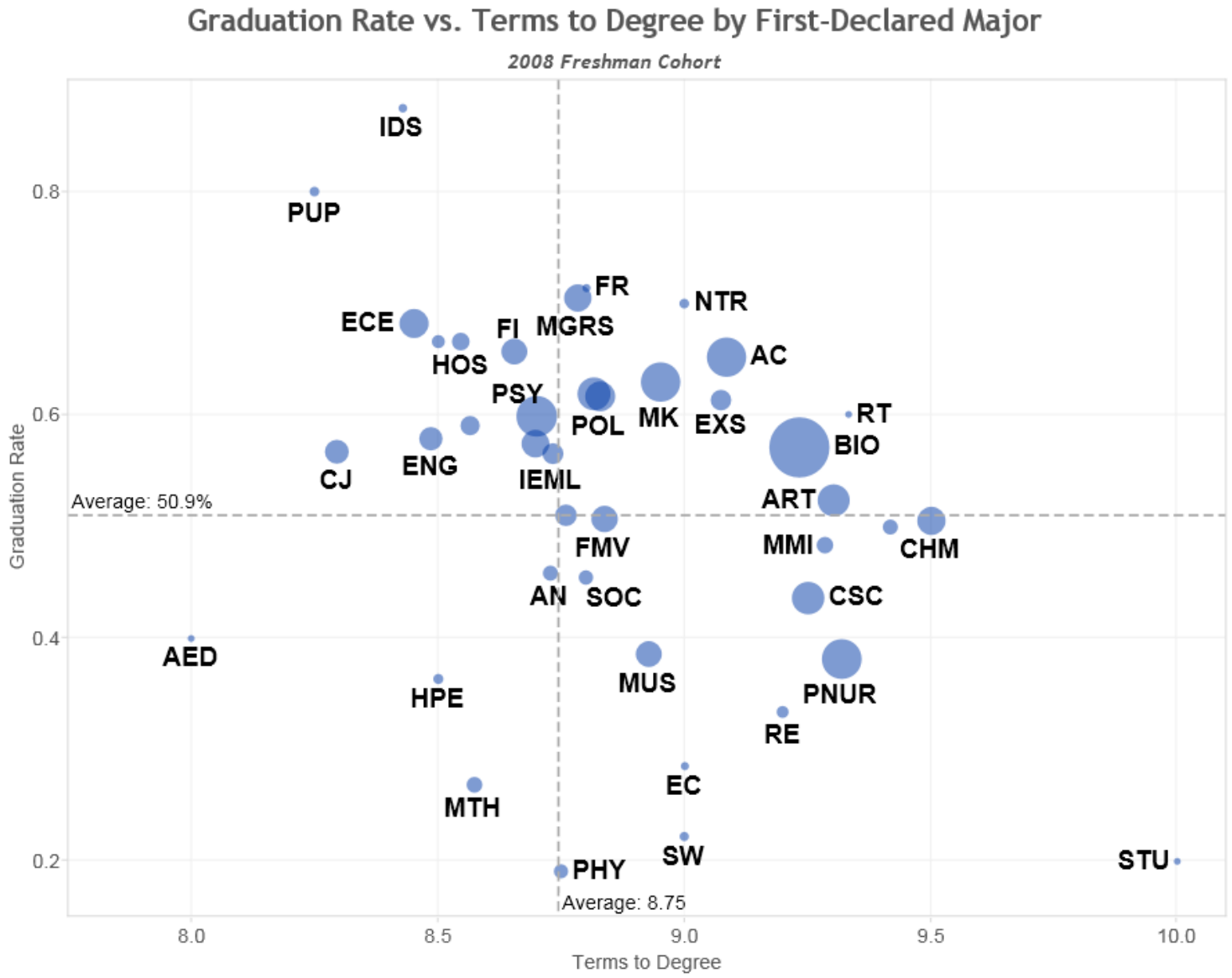
"Well, a

(Just kidding)

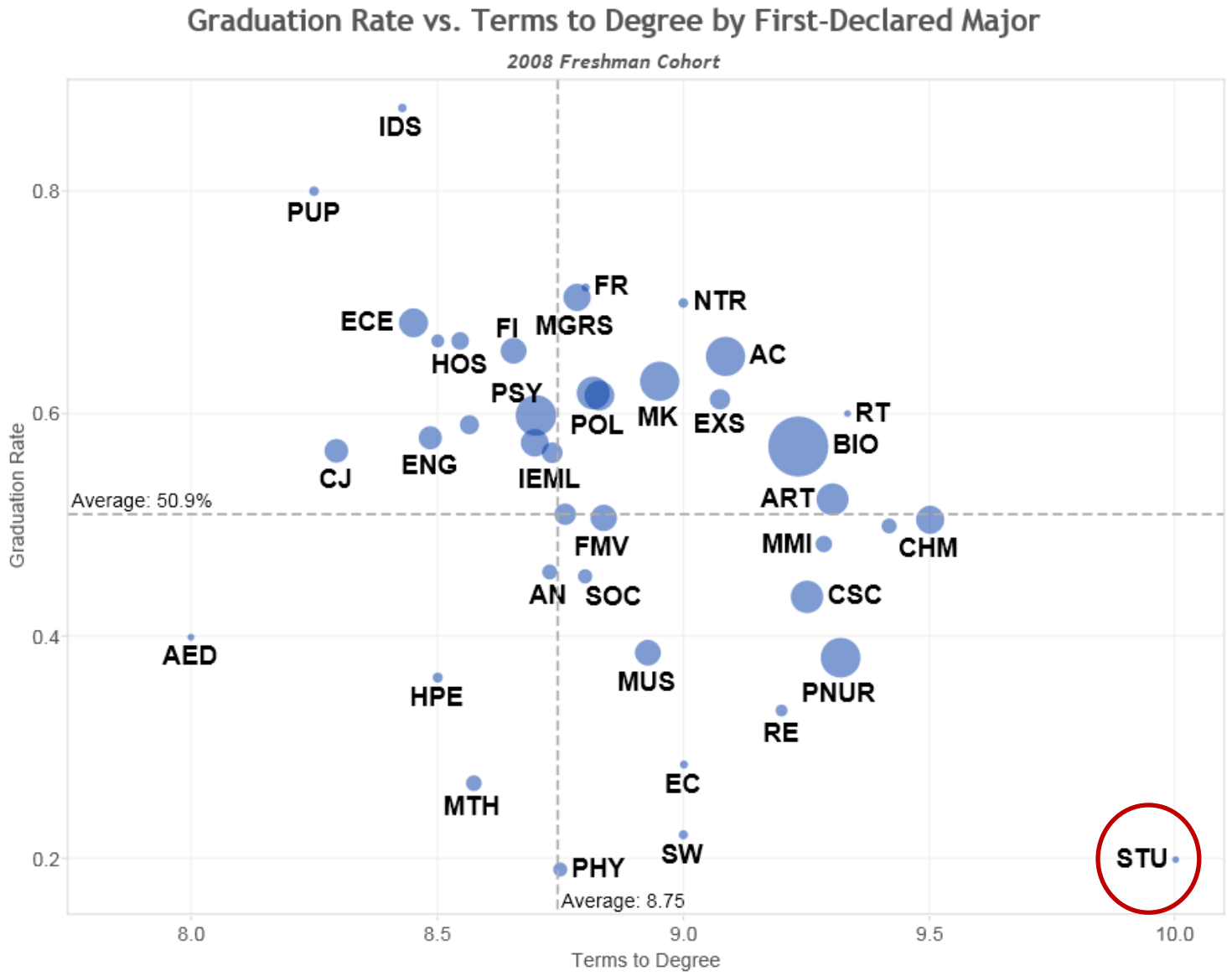
Strategy Three

Enable conversations (and get out of the way)

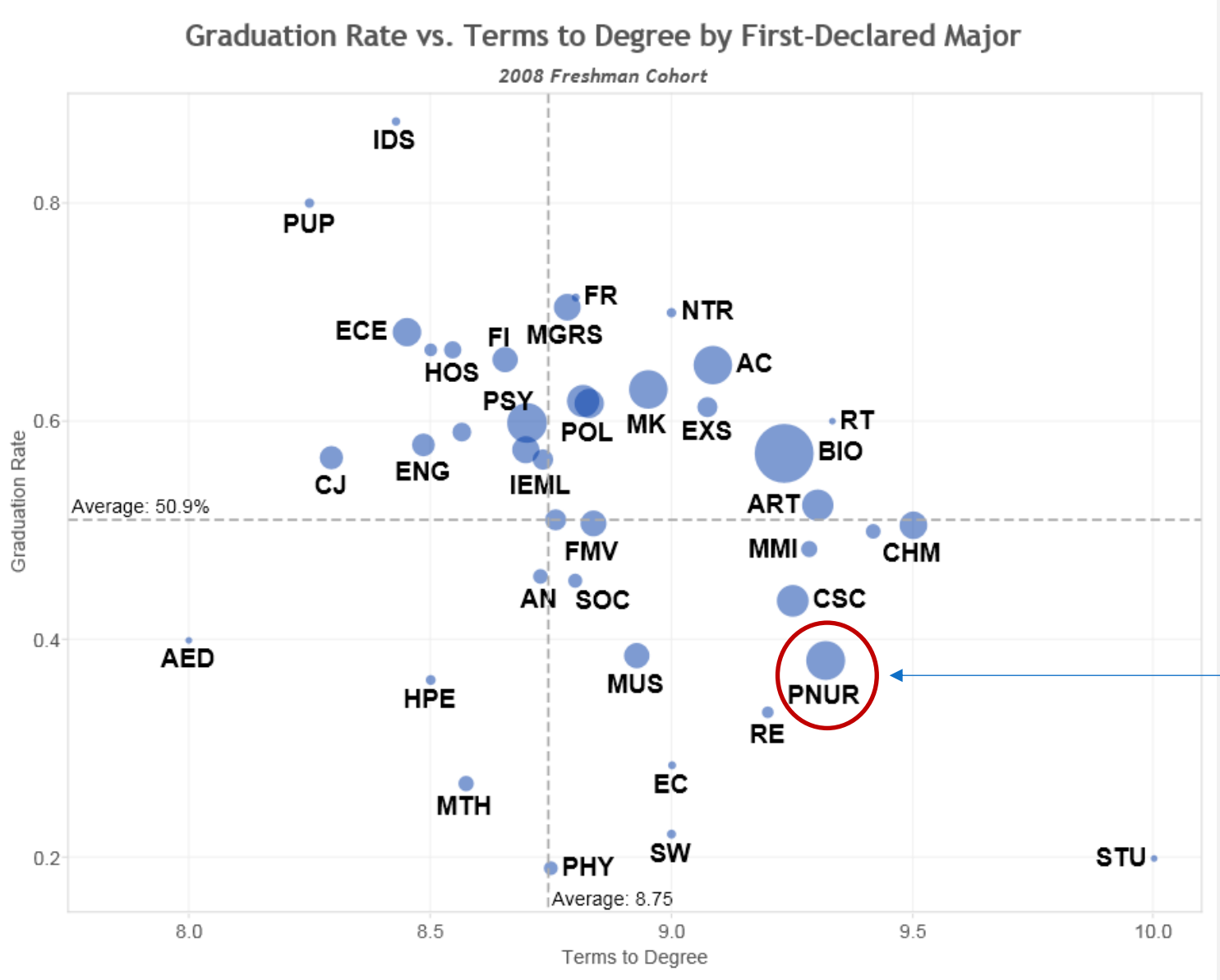
Data in Action: Program Redesign



Data in Action: Program Redesign



Examine Outliers



37% Graduation Rate

Academic Program Redesign: Pre-Majors

2012 Graduation Rates

Nursing Pre-Majors Admitted to the B.S.N.

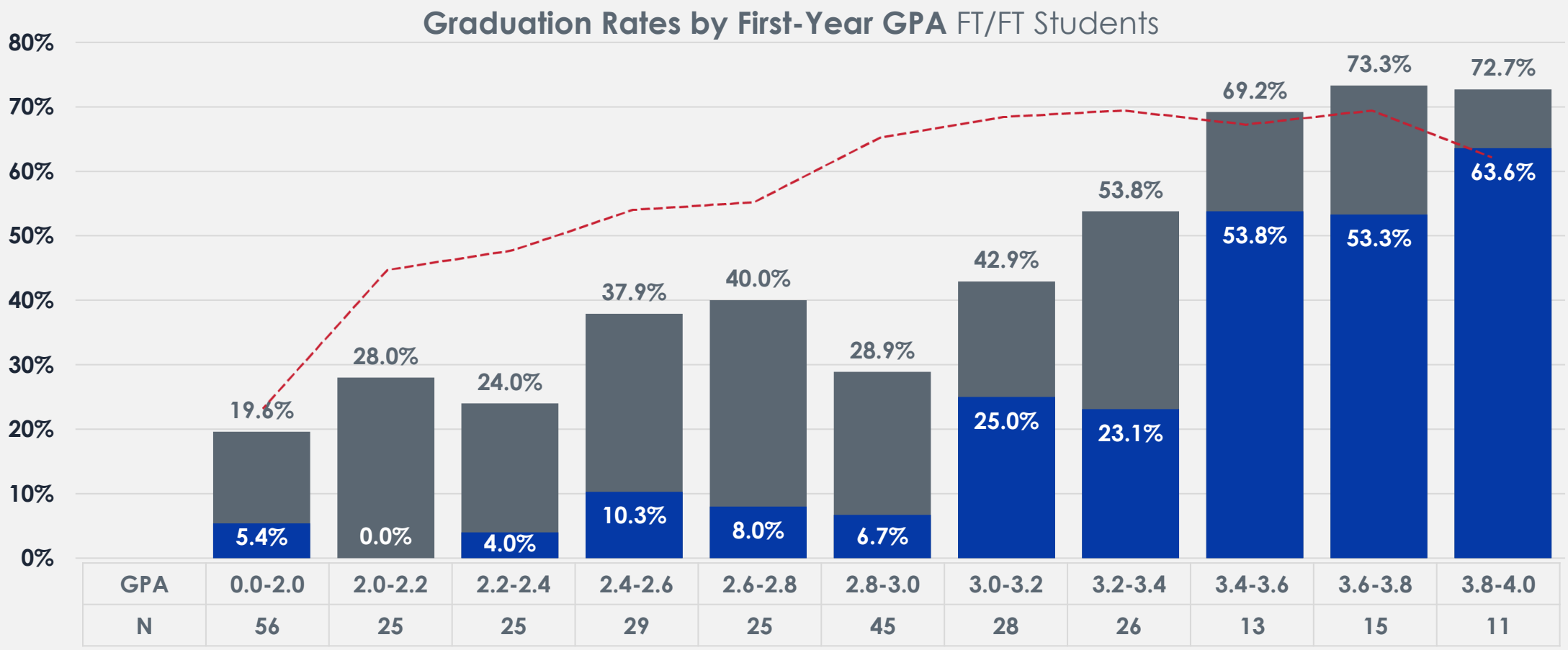
76%

Nursing Pre-Majors Not Admitted to the B.S.N.

34%

Academic Program Redesign

2012 Graduation Rates of Pre-Nursing Majors



Graduation Rates for Pre-Nursing Majors

B.S.N. Program Admission Redesign

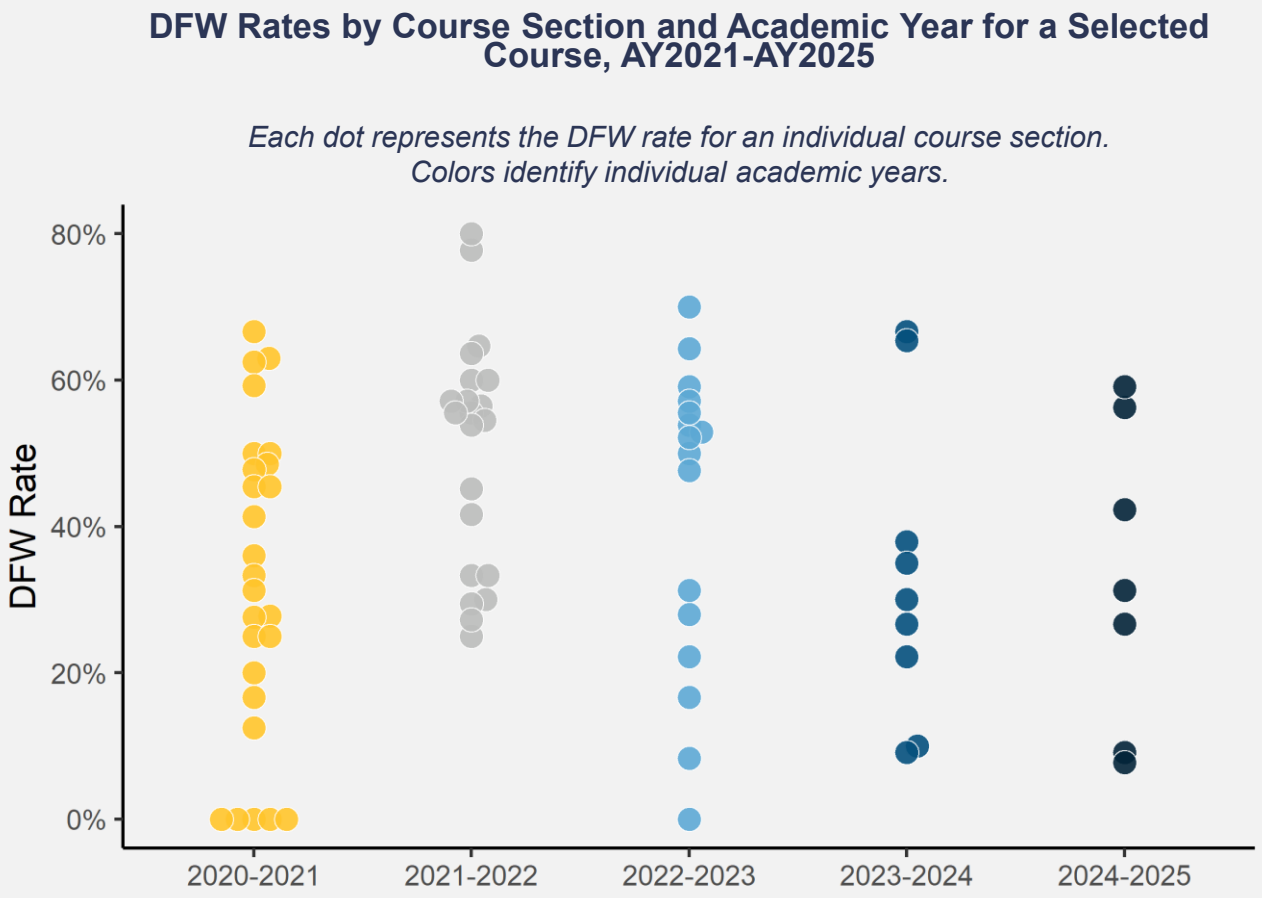
- Raised GPA requirements
- Heavier emphasis placed on predictive courses
- 1-year rather than 2-year "pre" pathway
- Provided alternative options early

Results: Graduation Rates

Pre Nursing admitted, 2012:	**76%**
Pre Nursing admitted, 2020:	**79%**
Pre Nursing not admitted, 2012:	**34%**
Pre Nursing not admitted, 2020:	**54%**

DFW rates by course section for a selected course

From 2020 to 2025, DFW rates in individual sections of a selected course varied significantly, with a low of zero percent to a high of 100 percent.



Variation of DFW Rates by Academic Year for a Selected Course, AY2021-AY2025

Academic Year	Minimum DFW Rate	Maximum DFW Rate	DFW Rate Variation
2020-2021	0%	88%	88pp
2021-2022	25%	100%	75pp
2022-2023	0%	100%	100pp
2023-2024	9%	67%	58pp
2024-2025	8%	59%	51pp

Source: Institution X

Strategy Four

Focus on actionable data

5,760

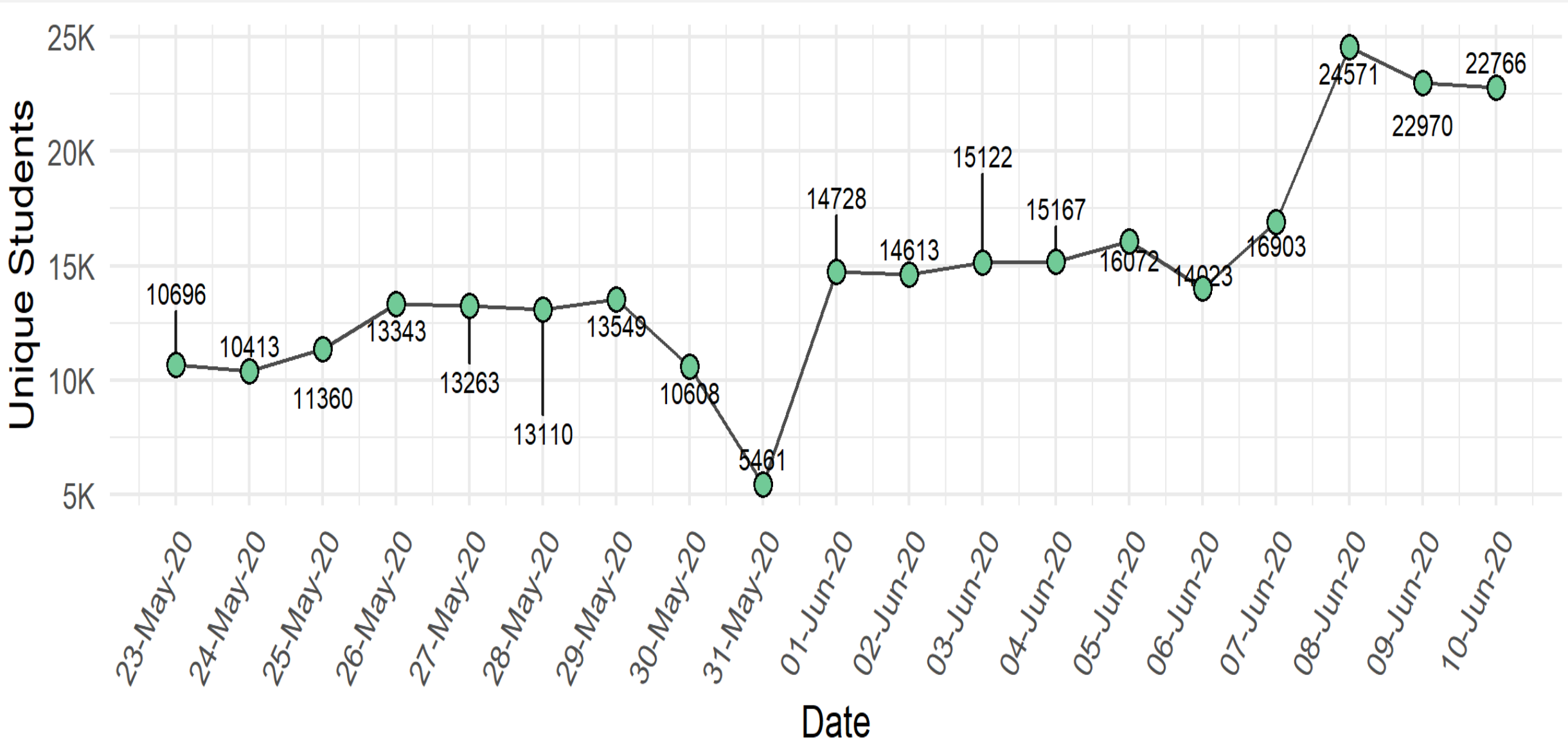
Students Who Dropped Out of Georgia State in 2010

Registration Tracking and Academic Maps

B.S. in Chemistry

SEMESTER 1	SEMESTER 2
• 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
SEMESTER 3	**SEMESTER 4**
• 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
SEMESTER 5	**SEMESTER 6**
• 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
SEMESTER 7	**SEMESTER 8**
• Complete CHEM 4160 with a B- or better	• Complete CHEM 4190 with a C or Better

Course Engagement



Registration Tracking and Academic Maps

B.S. in Chemistry

SEMESTER 1	SEMESTER 2
• 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 2.5 or Better
SEMESTER 3	**SEMESTER 4**
• Complete CHEM 2400 (B- or Better) • Complete MATH 2212 (B- 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 2.5 or Better
SEMESTER 5	**SEMESTER 6**
• 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
SEMESTER 7	**SEMESTER 8**
• Complete CHEM 4160 with a B- or better	• Complete CHEM 4190 with a C or Better

Toxic Course Combinations

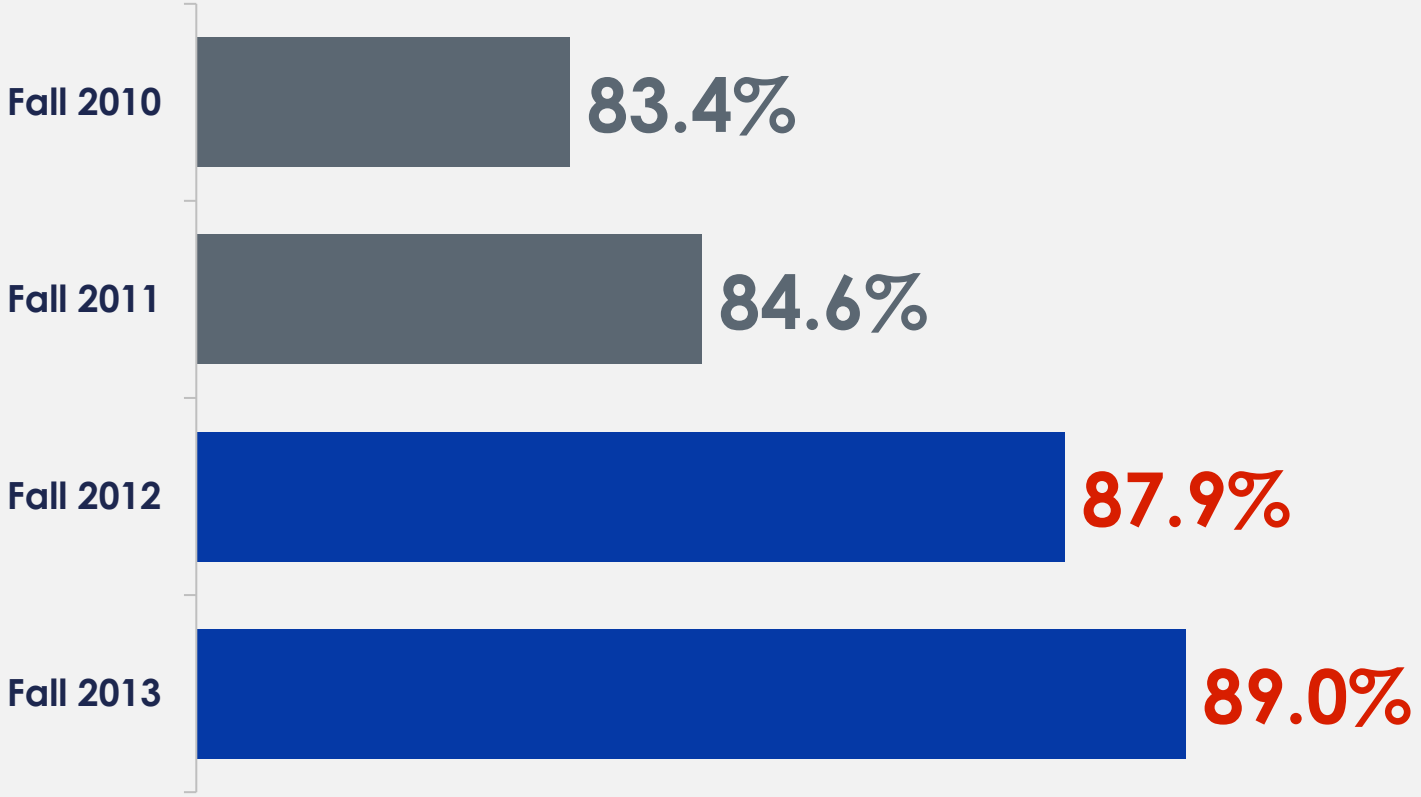
106,000

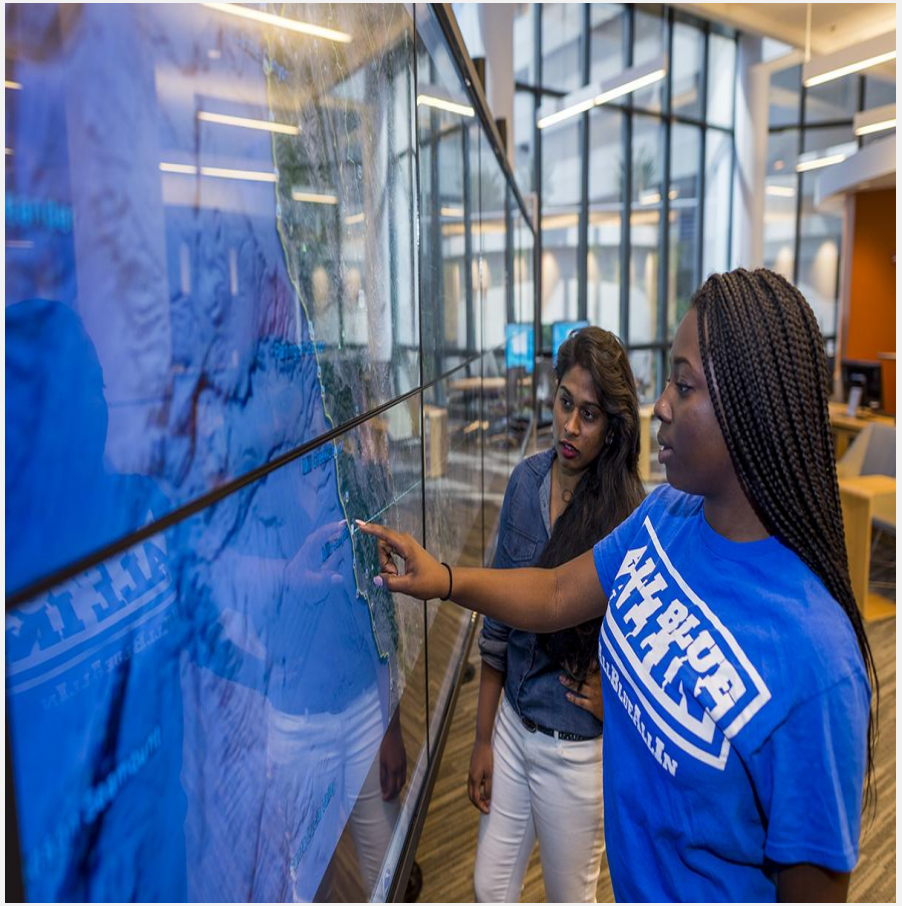
Advising Meetings Annually

Results: Increased Retention

Increased Average First Term Retention

Fall to Spring Retention





6-Year RCT: Predictive Analytics Based Advising

Graduation Rate Impact Overall

+7 percentage points

Graduation Rate Impact on Black Students

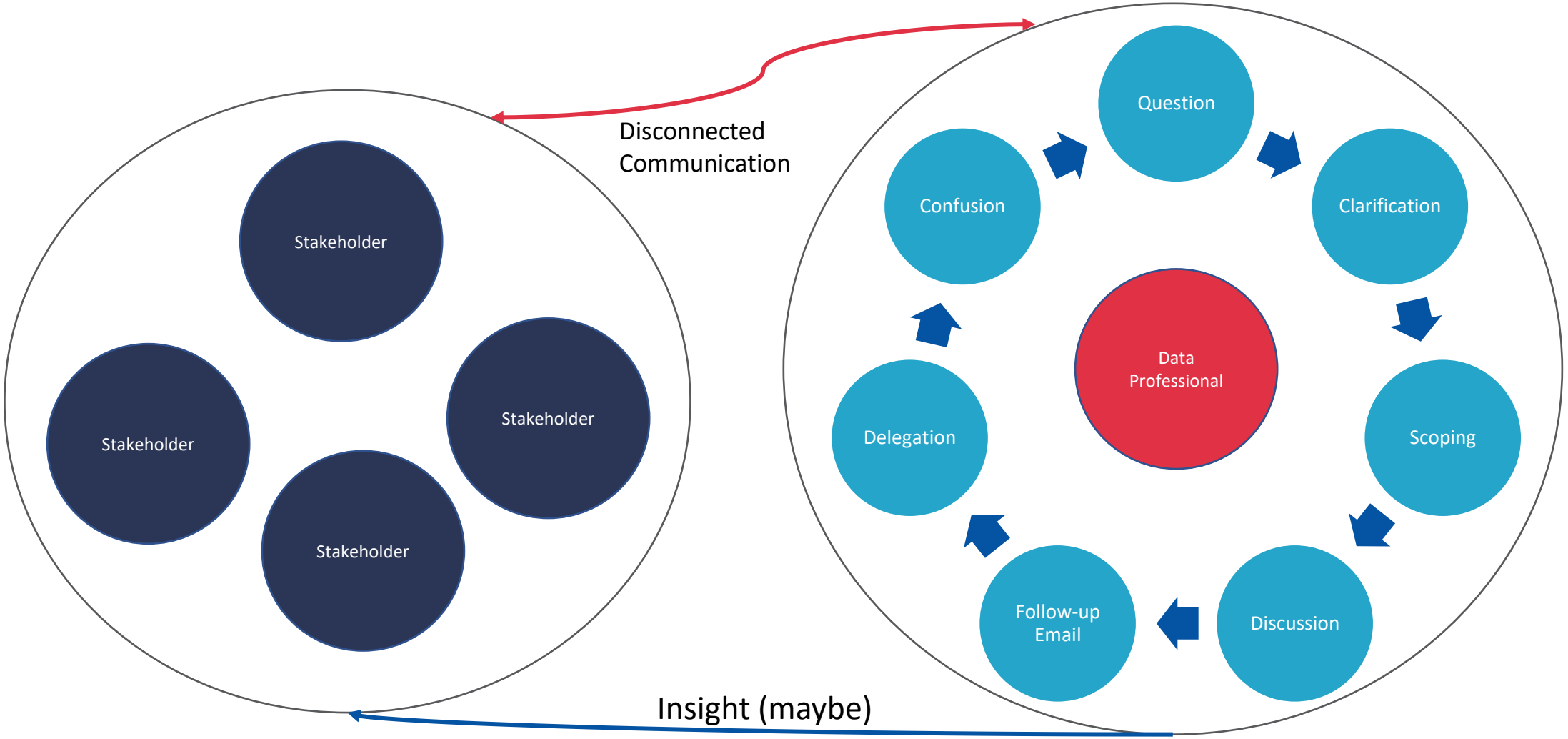
+15 percentage points

Source: 6-year Randomized Control Trial Study,2016-2022, Georgia State results, published by Ithaka S+R, 2023.

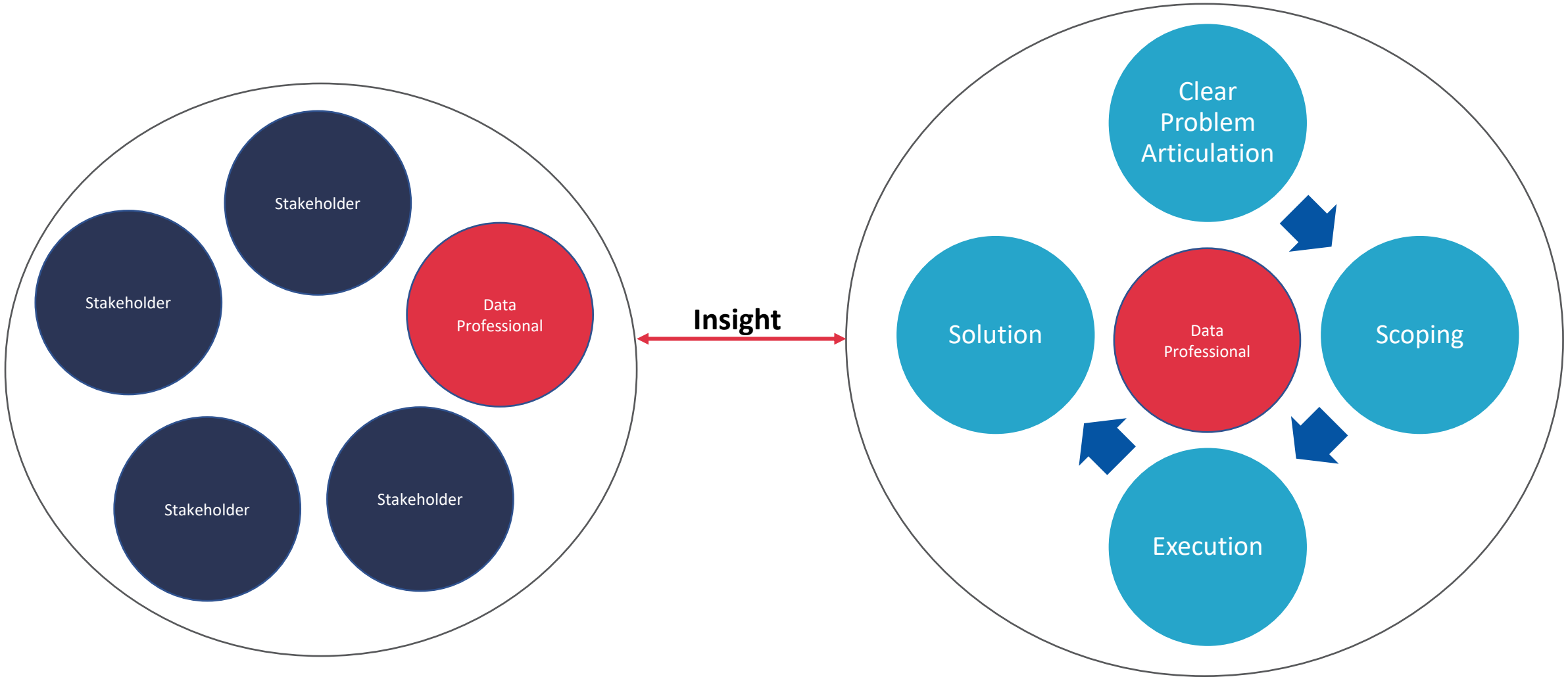
Strategy Five

Embed the data specialists in functional teams

The Traditional Model



A Better Way

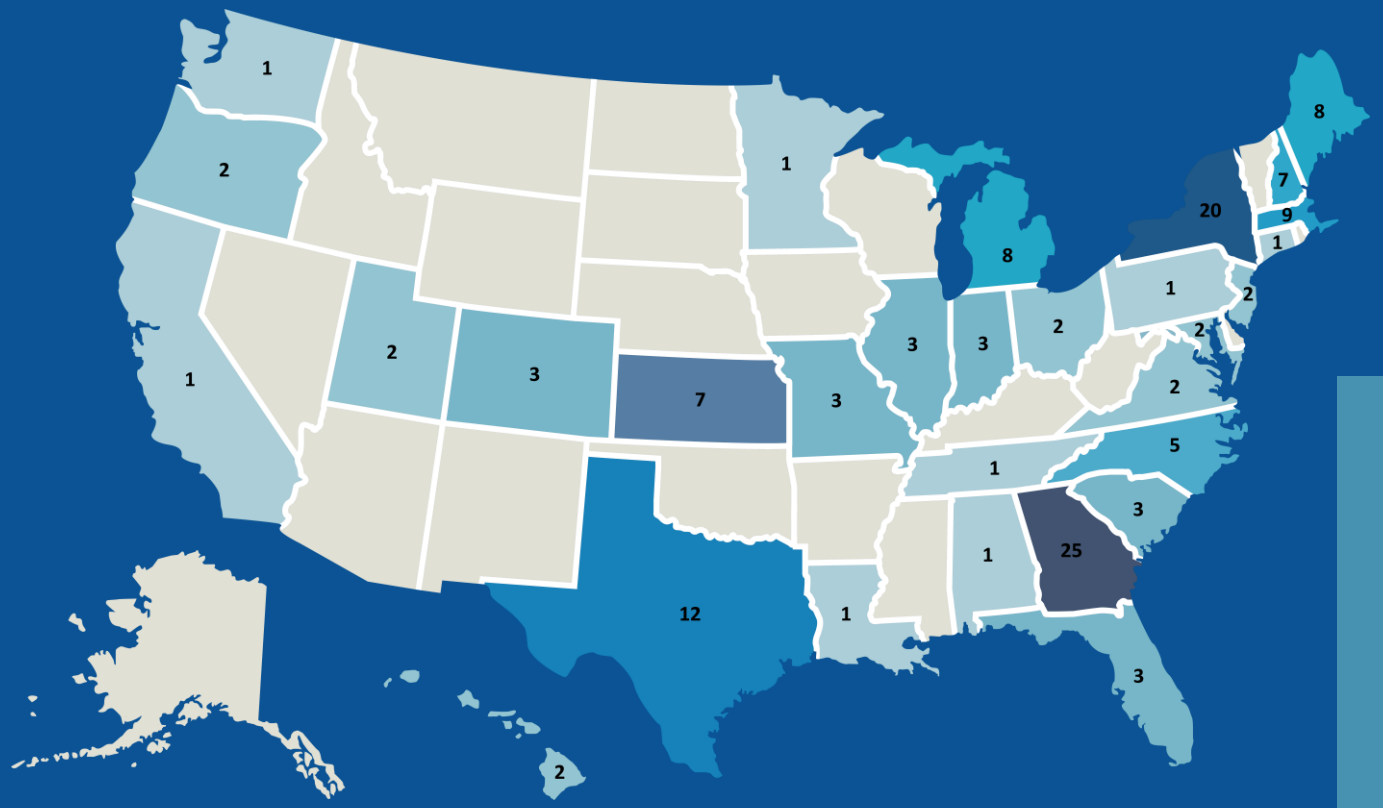

Stakeholder
Stakeholder
Data Professional
Stakeholder
Stakeholder
Insight
Clear Problem Articulation
Solution
Data Professional
Scoping
Execution

The good news…

Good News

These strategies are transferable

NISS CLIENTS



RECIPIENT OF THE FIRST-EVER TRAILBLAZER AWARD IN STUDENT SUCCESS

171

PARTNER INSTITUTIONS

31

STATES

1.8

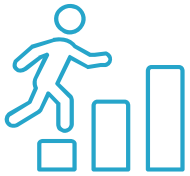
MILLION STUDENTS IMPACTED

Transforming Student Support Systems and Administrative Structures

Operationalizing Data
for student success

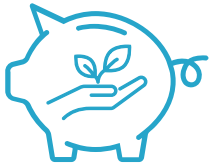
Structured First Year Support

Academic Design & Support



Career-oriented Learning

Proactive Advising



Financial Wellness

Outreach & Communications to
support the above

Diagnostic Insights

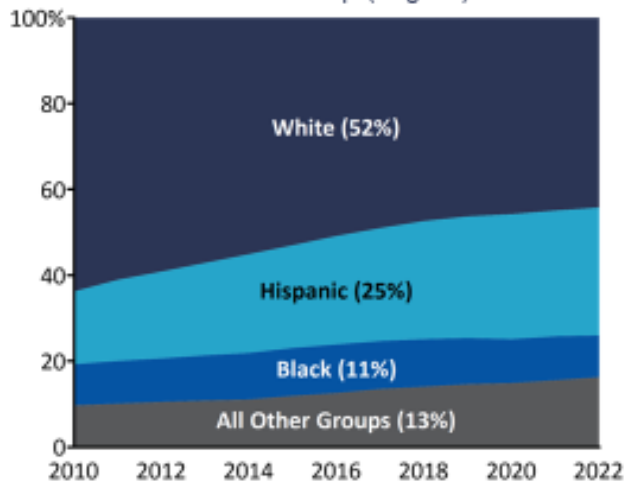
Fall enrollment by race/ethnicity

CURRENT SITUATION

While historically White students have represented more than half of HEI's undergraduate student population, their enrollment has decreased every year since 2011. At the same time, enrollment of Hispanic students has increased dramatically.

What we found

Average Undergraduate Enrollment Distribution by Race, 2010-2022



Source: IPEDS

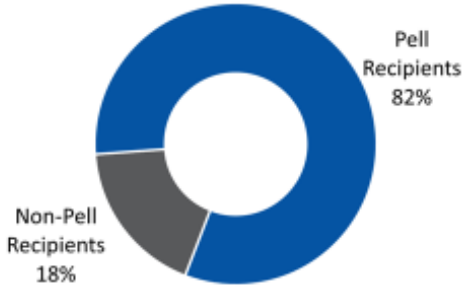
Enrollment and graduation rate trends by Pell status

CURRENT SITUATION

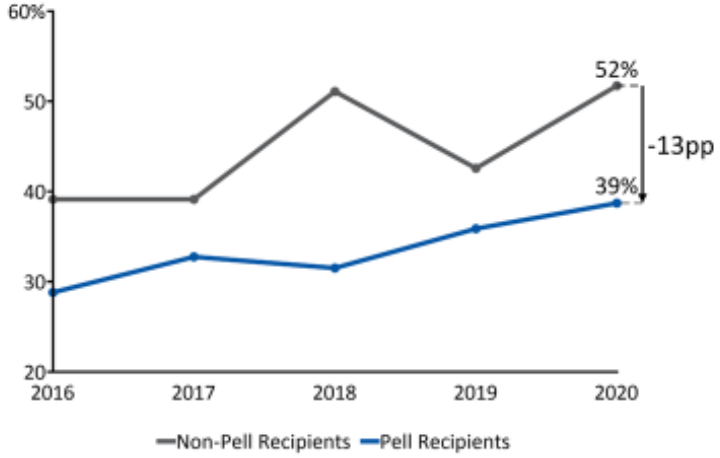
Pell-recipient students make up the majority of HEI's enrollments but significantly lag non-Pell students in progressing to a six-year graduation.

What we found

Pell and Non-Pell Recipient Enrollment, 2016-2020



Six-year Graduation Rate by Pell Status, 2016-2020



Potential increase in **overall graduation rate if Pell equity gap closed**

Note: Calculation of potential graduation rate used average cohort size and number of completers, 2016-2020
Source: IPEDS

Source: IPEDS

Customized Playbook, then 1 -3 years of Implementation Support

Your institution's Diagnostic and Playbook will offer clear direction for transformational change by presenting findings and action steps in three distinct methods.

1. Priority Actions

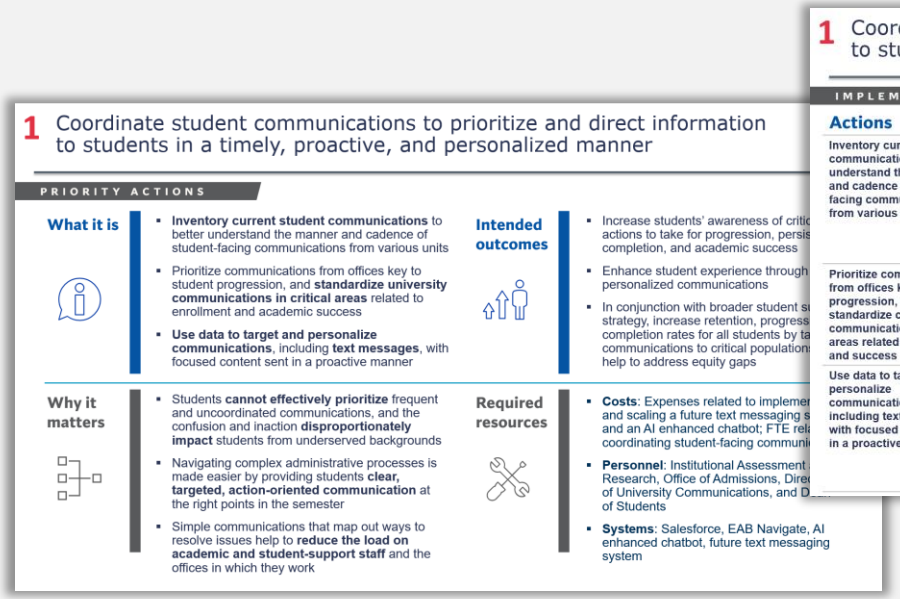
A clear definition of necessary steps and ways to discuss and measure them

2. Implementation Steps

A detailed breakdown to begin implementing NISS recommendations

3. First Steps for Leadership

Concrete steps to move the needle quickly


1 Coordinate student communications to prioritize and direct information to students in a timely, proactive, and personalized manner

PRIORITY ACTIONS

What it is

- **Inventory current student communications** to better understand the manner and cadence of student-facing communications from various units
- Prioritize communications from offices key to student progression, and **standardize university communications in critical areas** related to enrollment and academic success
- **Use data to target and personalize communications**, including **text messages**, with focused content sent in a proactive manner

Intended outcomes

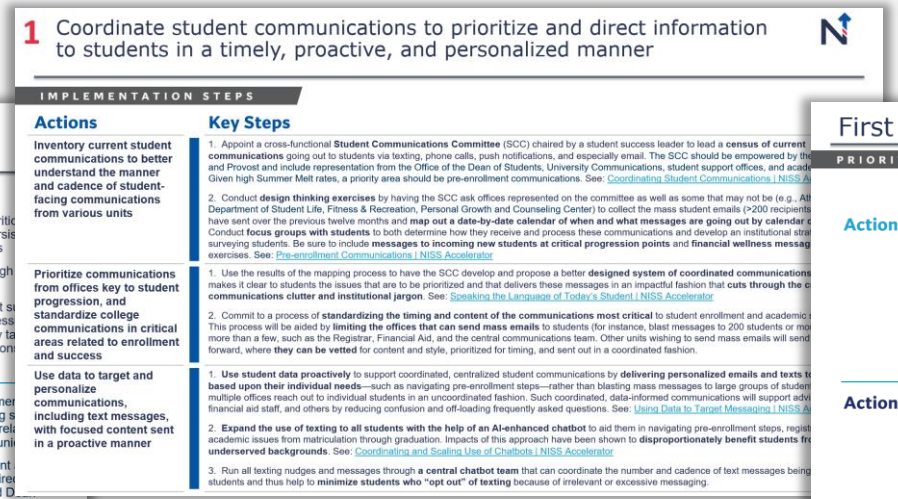
- Increase students' awareness of critic… actions to take for progression, persis… completion, and academic success
- Enhance student experience through … personalized communications
- In conjunction with broader student s… strategy, increase retention, progress… completion rates for all students by ta… communications to critical population… help to address equity gaps

Why it matters

- Students **cannot effectively prioritize** frequent and uncoordinated communications, and the confusion and inaction **disproportionately impact** students from underserved backgrounds
- Navigating complex administrative processes is made easier by providing students **clear, targeted, action-oriented communication** at the right points in the semester
- Simple communications that map out ways to resolve issues help to **reduce the load on academic and student-support staff** and the offices in which they work

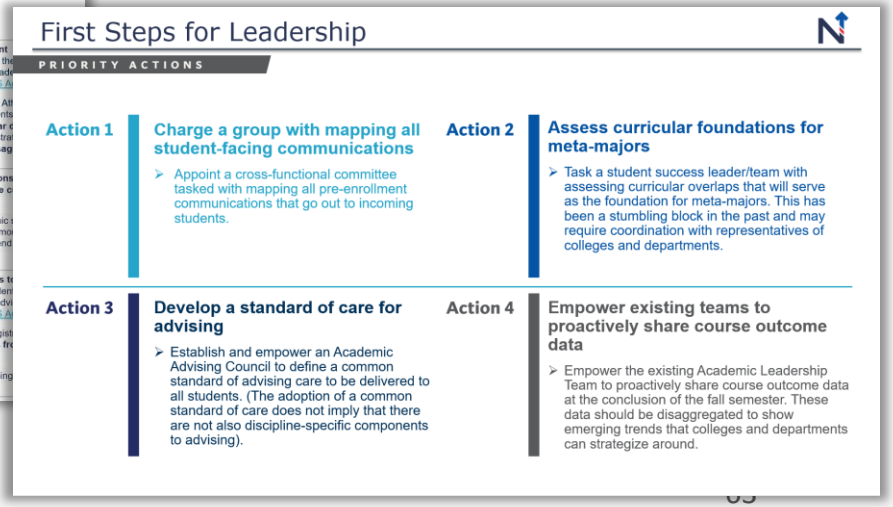
Required resources

- **Costs**: Expenses related to implemen… and scaling a future text messaging s… and an AI enhanced chatbot; FTE rel… coordinating student-facing communi…
- **Personnel**: Institutional Assessment … Research, Office of Admissions, Direc… of University Communications, and D… of Students
- **Systems**: Salesforce, EAB Navigate, AI enhanced chatbot, future text messaging system


1 Coordinate student communications to prioritize and direct information to students in a timely, proactive, and personalized manner

IMPLEMENTATION STEPS

Actions	Key Steps
Inventory current student communications to better understand the manner and cadence of student-facing communications from various units	1. Appoint a cross-functional **Student Communications Committee** (SCC) chaired by a student success leader to lead a **census of current communications** going out to students via texting, phone calls, push notifications, and especially email. The SCC should be empowered by the… and Provost and include representation from the Office of the Dean of Students, University Communications, student support offices, and acade… Given high Summer Melt rates, a priority area should be pre-enrollment communications. See: Coordinating Student Communications | NISS A…
	2. Conduct **design thinking exercises** by having the SCC ask offices represented on the committee as well as some that may not be (e.g., At… Department of Student Life, Fitness & Recreation, Personal Growth and Counseling Center) to collect the mass student emails (>200 recipients… have sent over the previous twelve months and **map out a date-by-date calendar of when and what messages are going out by calendar c…** Conduct **focus groups with students** to both determine how they receive and process these communications and develop an institutional stra… surveying students. Be sure to include **messages to incoming new students at critical progression points** and **financial wellness messag…** exercises. See: Pre-enrollment Communications | NISS Accelerator
Prioritize communications from offices key to student progression, and standardize college communications in critical areas related to enrollment and success	1. Use the results of the mapping process to have the SCC develop and propose a better **designed system of coordinated communications** … makes it clear to students the issues that are to be prioritized and that delivers these messages in an impactful fashion that **cuts through the c… communications clutter and institutional jargon**. See: Speaking the Language of Today's Student | NISS Accelerator
	2. Commit to a process of **standardizing the timing and content of the communications most critical** to student enrollment and academic … This process will be aided by **limiting the offices that can send mass emails** to students (for instance, blast messages to 200 students or mo… more than a few, such as the Registrar, Financial Aid, and the central communications team. Other units wishing to send mass emails will send… forward, where **they can be vetted** for content and style, prioritized for timing, and sent out in a coordinated fashion.
Use data to target and personalize communications, including text messages, with focused content sent in a proactive manner	1. **Use student data proactively** to support coordinated, centralized student communications by **delivering personalized emails and texts t… based upon their individual needs**—such as navigating pre-enrollment steps—rather than blasting mass messages to large groups of student… multiple offices reach out to individual students in an uncoordinated fashion. Such coordinated, data-informed communications will support advi… financial aid staff, and others by reducing confusion and off-loading frequently asked questions. See: Using Data to Target Messaging | NISS A…
	2. **Expand the use of texting to all students with the help of an AI-enhanced chatbot** to aid them in navigating pre-enrollment steps, regist… academic issues from matriculation through graduation. Impacts of this approach have been shown to **disproportionately benefit students fr… underserved backgrounds**. See: Coordinating and Scaling Use of Chatbots | NISS Accelerator
	3. Run all texting nudges and messages through **a central chatbot team** that can coordinate the number and cadence of text messages being… students and thus help to **minimize students who "opt out" of texting** because of irrelevant or excessive messaging.


First Steps for Leadership

PRIORITY ACTIONS

Action 1

Charge a group with mapping all student-facing communications

- Appoint a cross-functional committee tasked with mapping all pre-enrollment communications that go out to incoming students.

Action 2

Assess curricular foundations for meta-majors

- Task a student success leader/team with assessing curricular overlaps that will serve as the foundation for meta-majors. This has been a stumbling block in the past and may require coordination with representatives of colleges and departments.

Action 3

Develop a standard of care for advising

- Establish and empower an Academic Advising Council to define a common standard of advising care to be delivered to all students. (The adoption of a common standard of care does not imply that there are not also discipline-specific components to advising).

Action 4

Empower existing teams to proactively share course outcome data

- Empower the existing Academic Leadership Team to proactively share course outcome data at the conclusion of the fall semester. These data should be disaggregated to show emerging trends that colleges and departments can strategize around.

NISS Partners: Retention Trends

RETENTION ANALYSIS

Fall 2021 – Fall 2023 Retention Increases

Year	NISS Partner Retention Increase	National Average
2021	71.0%	71.9%
2022	71.9%	72.5%
2023	73.2%	72.8%
Percentage Point Increase (2021 – 2023)	**+2.2pp**	**+0.8pp**

2.8x

Rate of improvement in retention rates for NISS 4-year partners when compared to average improvements for 4-year institutions nationally

Note: Population includes 4-year institutions. Retention rate data are for first-time bachelor's (or equivalent) degree-seeking undergraduates from the fall term of the entry (cohort) year. Institutions included launched with the NISS in 2022

Source: IPEDS

NISS Partners: Graduation Rates for 4-Year Institutions

Graduation rate trends are identified for NISS clients by launch year of their work with the NISS

4-Year Bachelor's Graduation Rates

Institutions	Number of Institutions	Avg. 2021 Graduation Rate	Avg. 2022 Graduation Rate	Avg. 2023 Graduation Rate	Avg. Percentage Point (pp) Change (Over Baseline)
NISS Clients Launch 2022	17	25.5	28.1	28.7	**+3.2pp**
NISS Clients Launch 2023	13	38.1	39.1	39.2	**+0.1pp**
All NISS Clients	92	32.6	33.5	33.6	**+1.0pp**
National Average	**2,664**	**47.7**	**49.1**	**49.1**	**+1.4pp**

The Graduation Rate Increase of NISS Clients that Launched in 2022 Compared to National Average (2021 – 2023)

Source:
IPEDS

Note: Student population includes full-time and part-time Bachelor's degree-seeking students. Specifically, rates are based on the completers of bachelor's or equivalent degrees in 4 years or less within the adjusted cohort for bachelor's or equivalent sub cohorts (4-yr institutions).

Good News

These strategies pay for themselves

The Cost of Inaction

The Calculus of Student Success: ROI

y

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

x

Good News

These strategies not only help improve graduation rates; they improve career outcomes

A National Leader in Social Mobility

Georgia State is ranked in the Top 1% of American Universities

- Brookings Institution
- Harvard Opportunity Insights
- US News and World Report

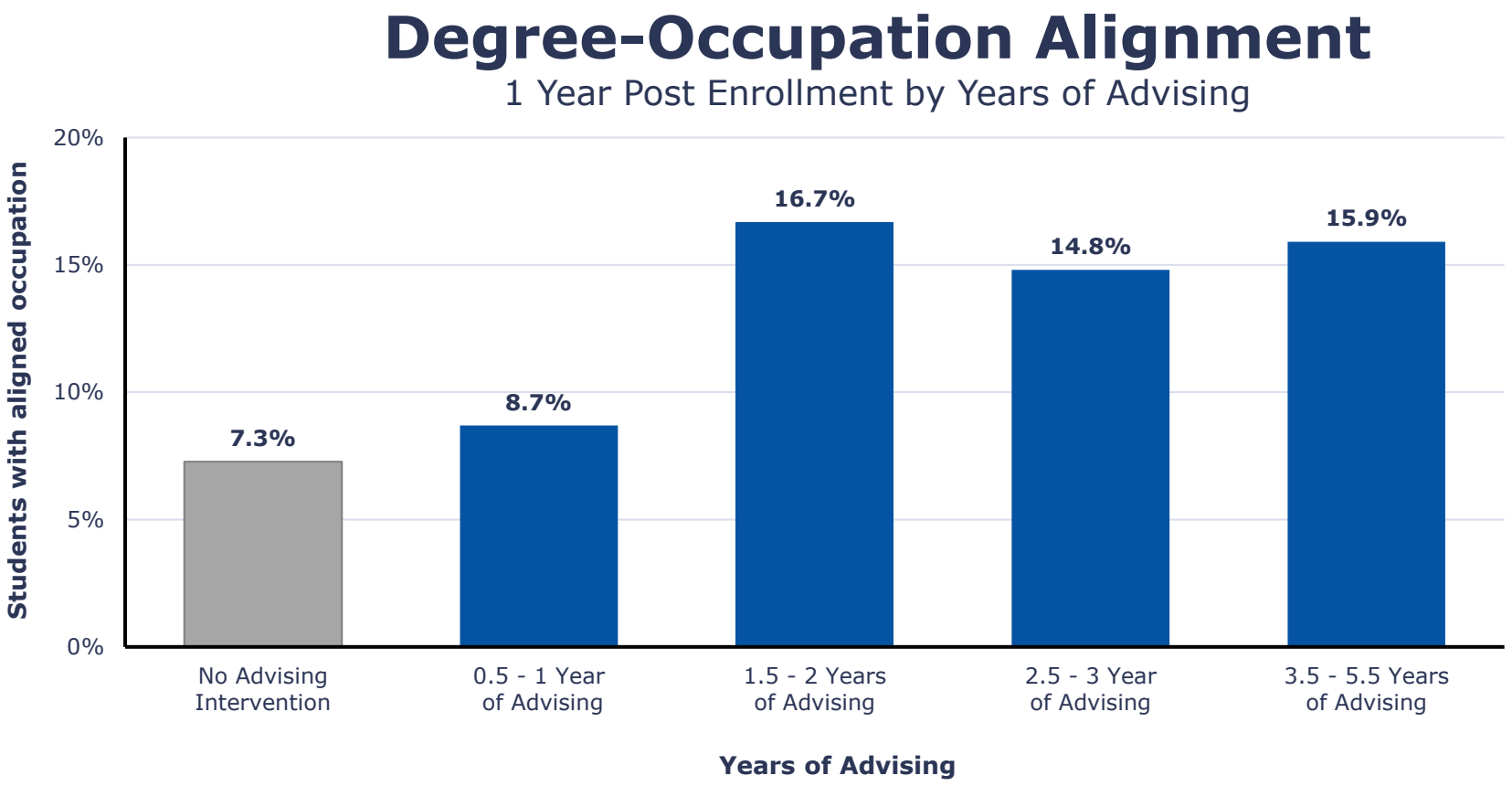
Moving Students from the bottom 20% of Americans by Annual Household Income to the Upper 50% fifteen years later.

- Georgia State Scores High in Brookings Institution Research on Social Mobility, December 2017. Georgia State Scores High In Brookings Institution Research On Social Mobility - Georgia State University News -

Degree to Career Alignment: Overall

DEGREE-OCCUPATION ALIGNMENT

Among students with 1.5 years or more of advising, about 15% were employed in an aligned occupation one year after graduation – roughly double the rate of students with little or no advising (7-8%).



2x

NISS advising program participants are 2x more likely to secure jobs in their field of study versus participants with who received no advising intervention

Advancement into Management and Executive Roles

CAREER PROGRESSION

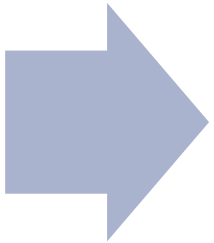
Students with four years of advising were more than twice as likely to hold management/executive positions 8 years after enrollment, with the impact demonstrating a clear advising "dose effect."

Holds Management/Executive Position

8 Years After Enrollment

No Proactive Advising:

13%



High-Dose Proactive Advising:

27%

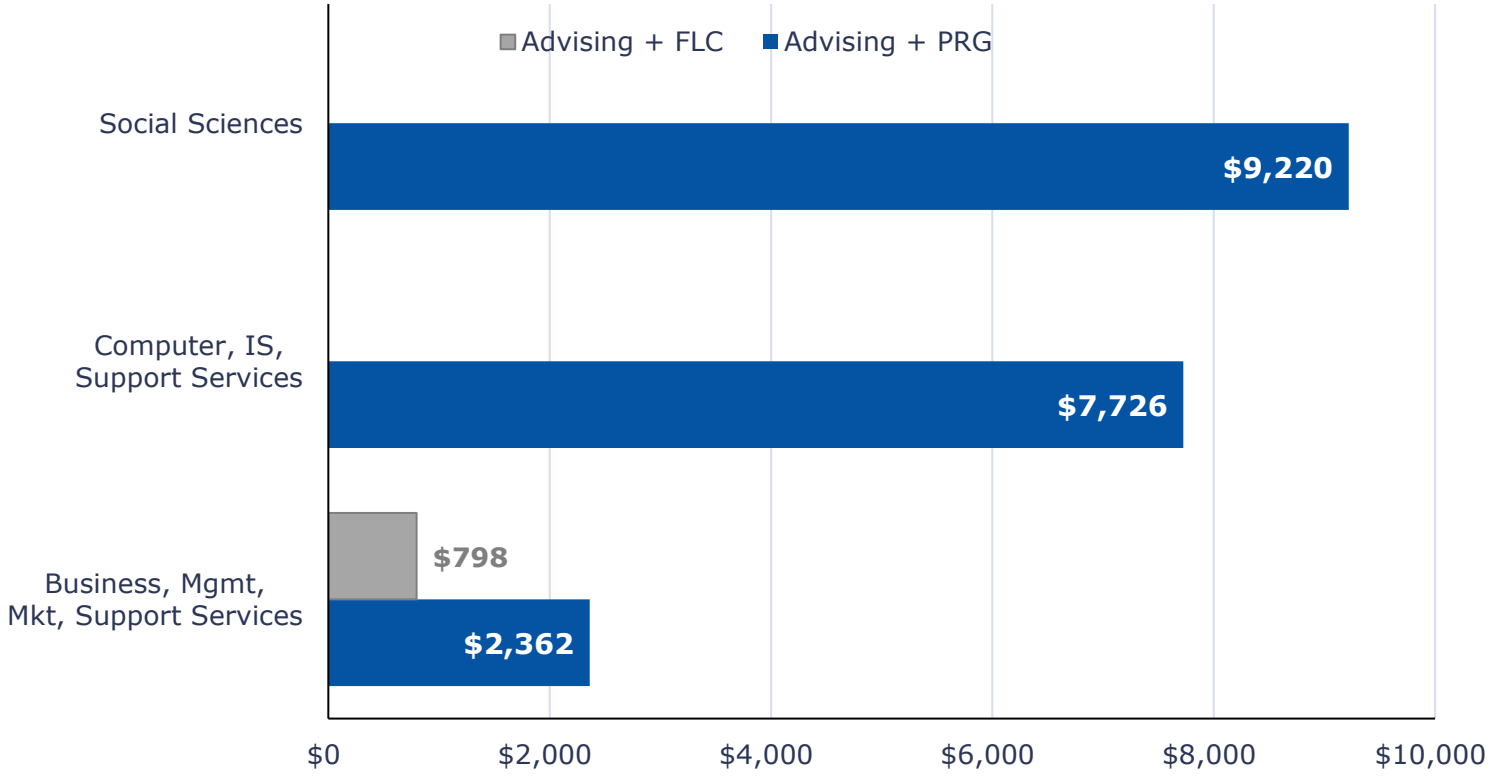
Wage Patterns: Pell

MAJOR WAGE COMPARISONS

Layering PRG on top of advising is linked to higher earnings, especially for lower-income students. Pell students participating in the interventions earned more than non-Pell students who did not.

Wages by Major—Advising + PRG

For Pell Recipients, 5 years after enrollment



$9K

Higher wages in social science

$8K

Higher wages in computer science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