

February 22, 2012

Moving the Dial: The Importance of Metrics in Raising College Completion in Georgia



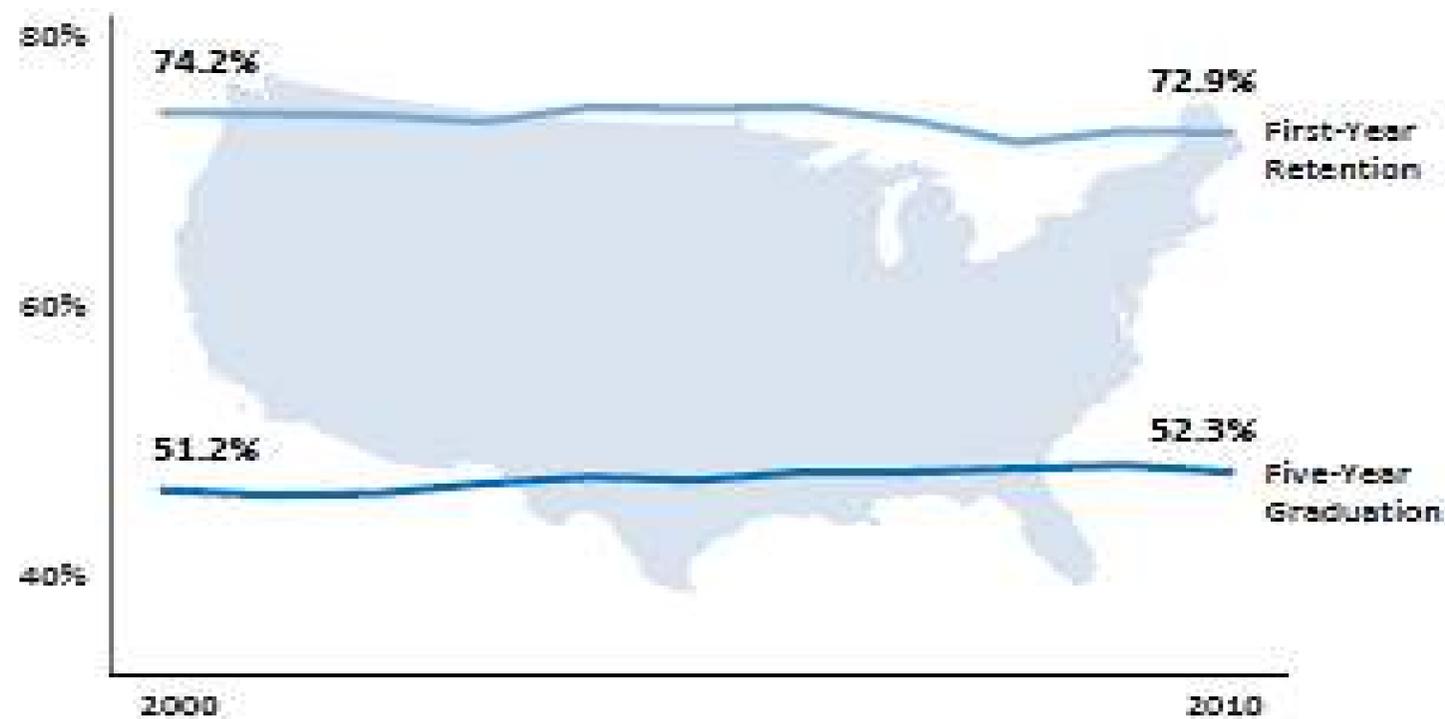
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Chief Enrollment Officer



GeorgiaStateUniversity

THE CHALLENGE IN FRONT OF US

National Student Retention and Graduation Rates, 2000-2010



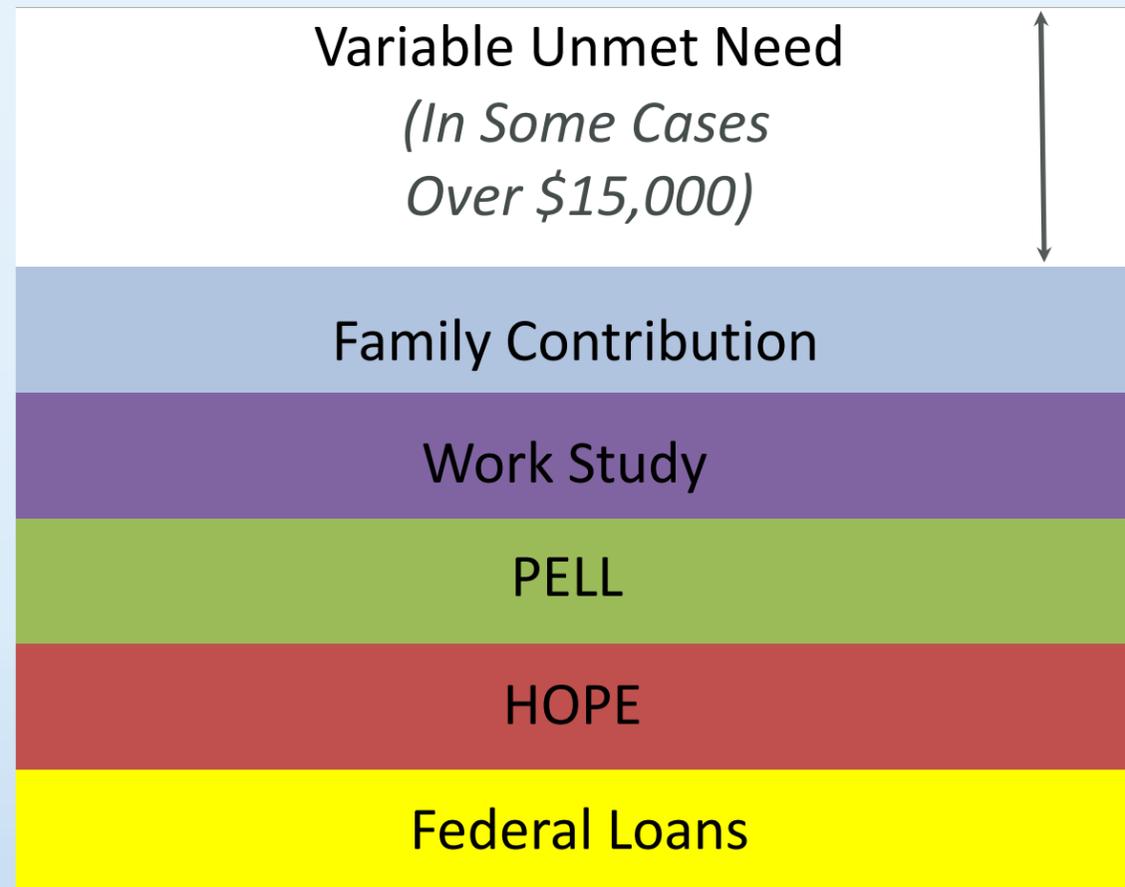
Source: Education Advisory Board. Data is for Four-Year Public Universities

THE CHALLENGE IN FRONT OF US

Unmet Financial Need

Cost of Full Year Undergraduate Education: **\$20,200**
(Including in-state tuition, fees, books, room and board)

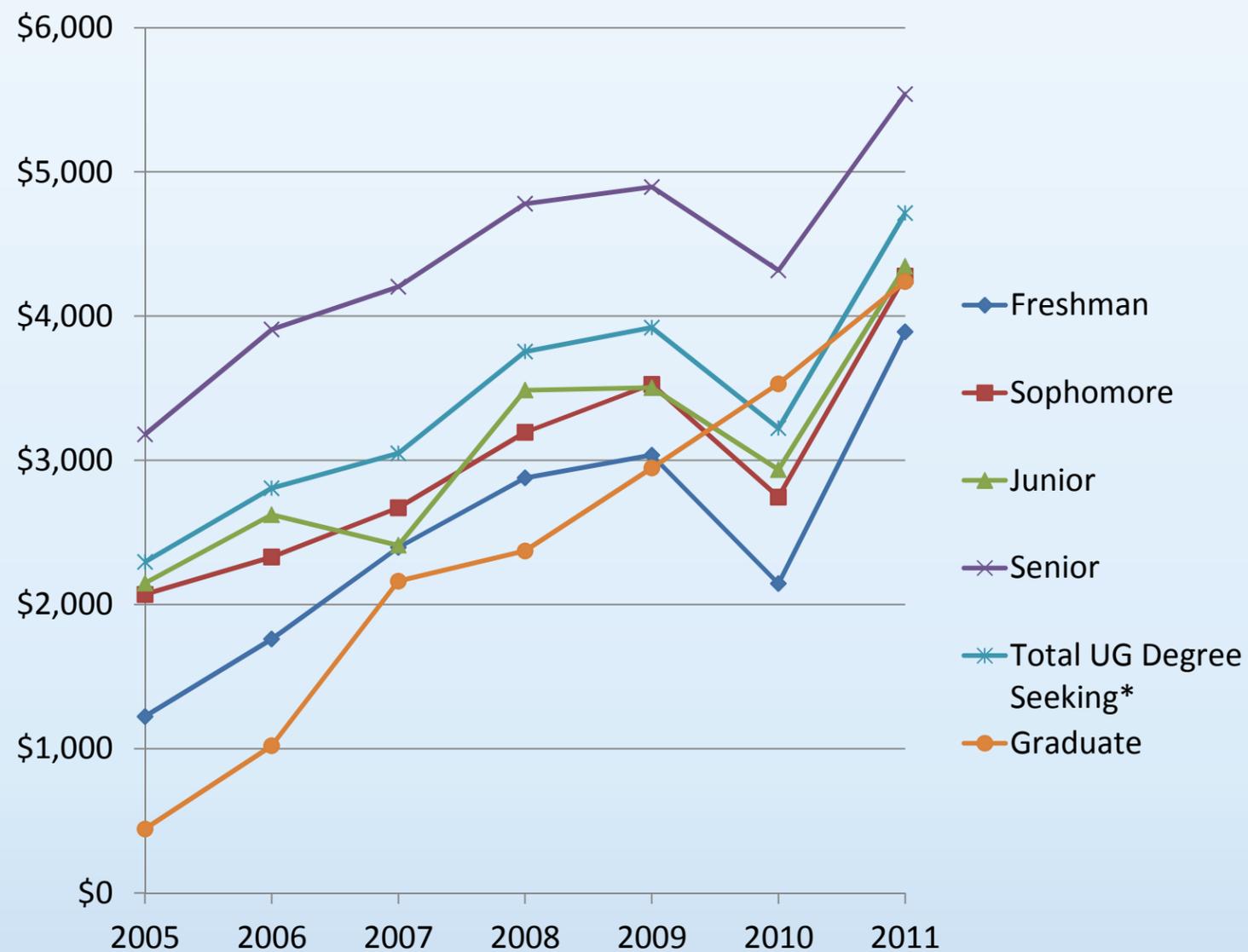
\$20,200



- ▶ Students with unmet financial need often must take on multiple off-campus jobs, forego buying text books, and make other choices that negatively impact their ability to succeed academically.
- ▶ There were over 14,000 students at GSU with unmet need during Fall 2011.

THE CHALLENGE IN FRONT OF US

Record Increases in Unmet Need



	Fall 2010	Fall 2011	1-Year Change
Freshmen	\$2,713	\$4,335	59%
Sophomore	\$3,655	\$4,979	36%
Junior	\$3,909	\$5,188	33%
Senior	\$5,294	\$6,357	20%
Total Undergraduate	\$4,154	\$5,434	31%
Graduate	\$4,369	\$5,042	15%

THE CHALLENGE IN FRONT OF US

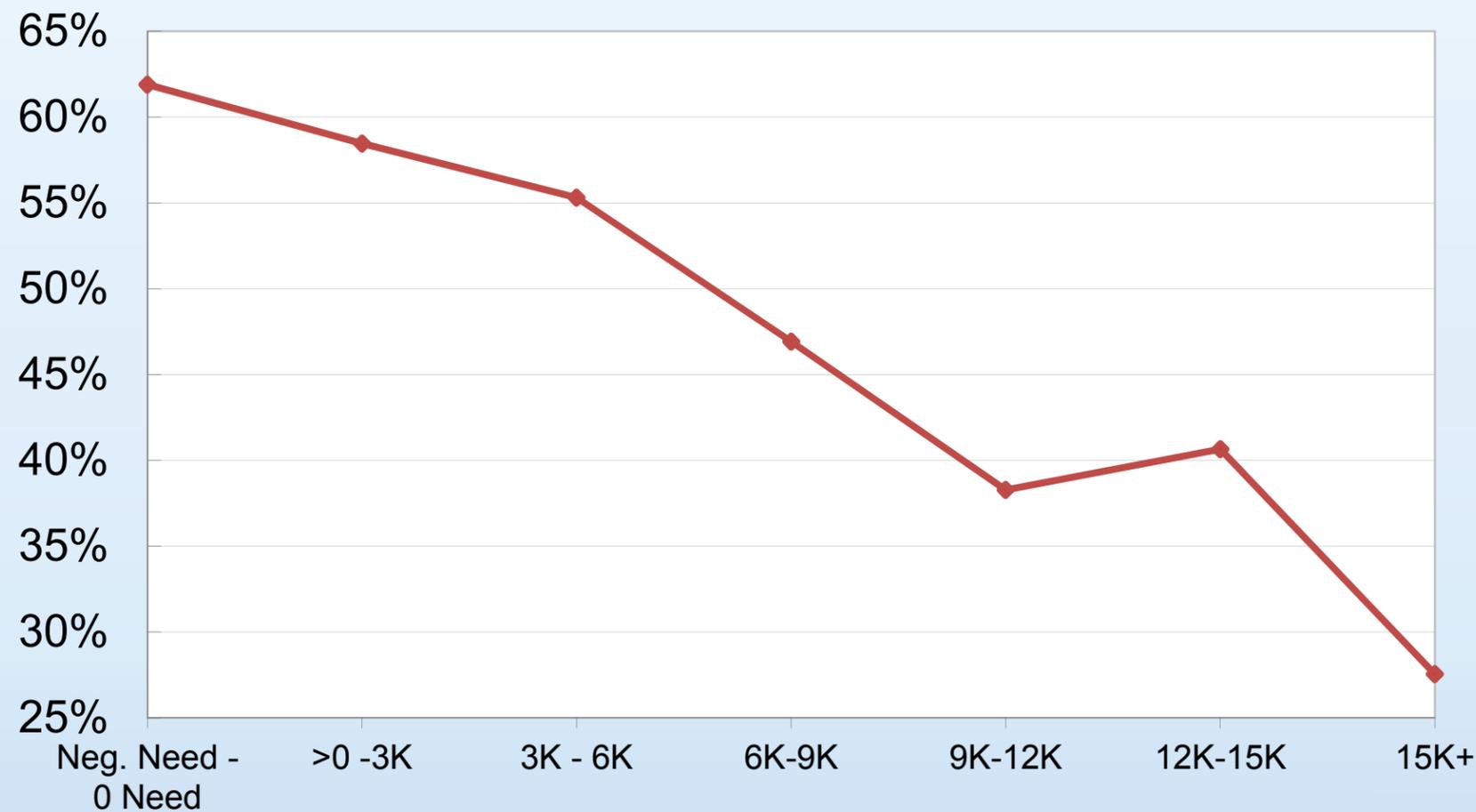
Record Increases in the Number of Students Being Dropped for Non-Payment

FALL	Fall 2010	Fall 2011	1-Year Change
Students Dropped	2,887	3,359	16%
Credit Hours Dropped	26,944	32,248	22%
Students Net Loss at Census	282	434	54%
Credit Hours Net Loss at Census	815	2,432	198%
SPRING	Spring 2011	Spring 2012	1-Year Change
Students Dropped	1,134	2,452	116%
Credit Hours Dropped	19,077	23,279	22%

THE CHALLENGE IN FRONT OF US

Impact Of Unmet Financial Need On Academic Performance

Percent of Students with a 3.0 GPA or Above by Financial Need



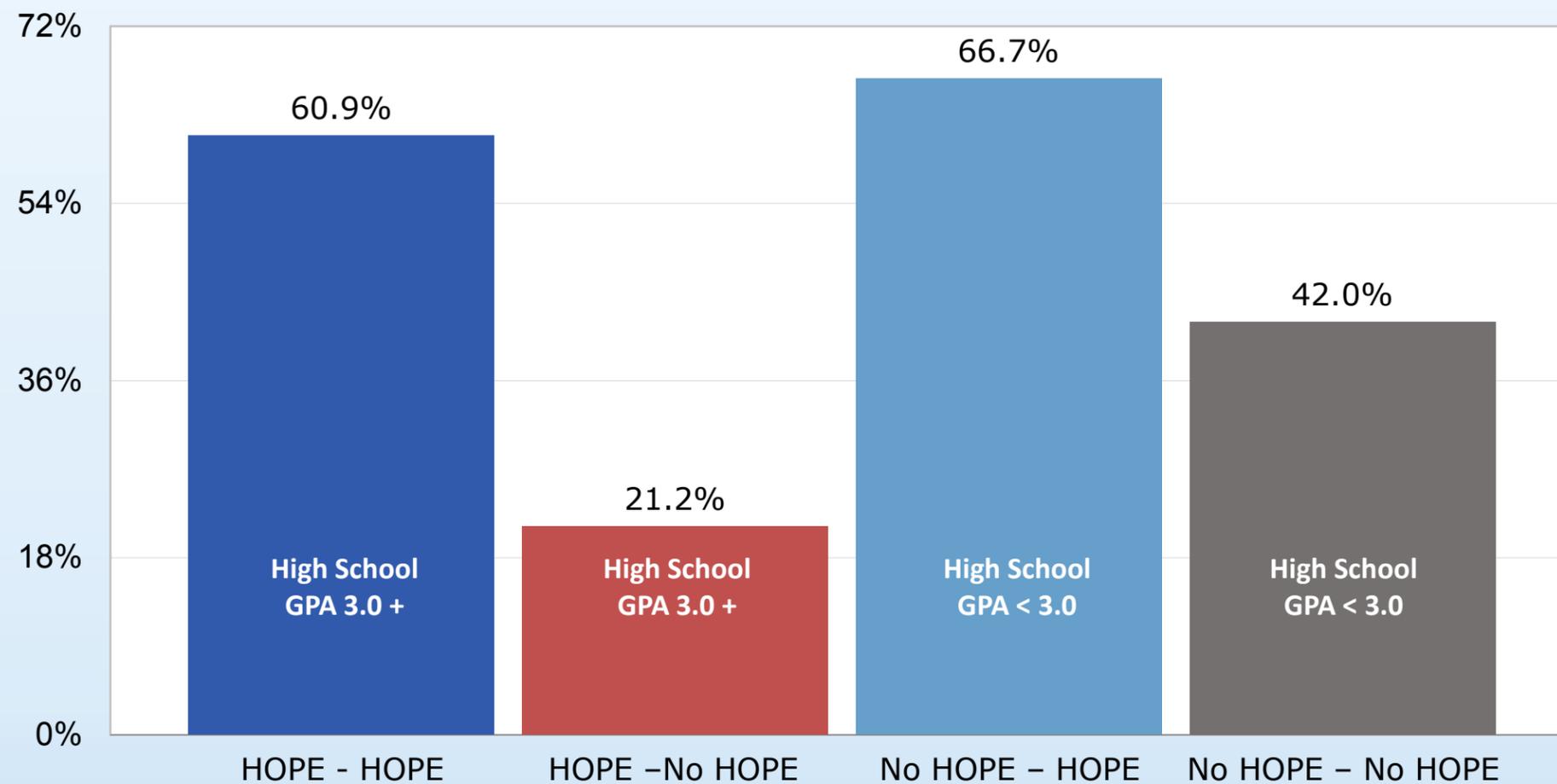
(Fall 2008, Undergraduate Students)

Georgia State has been awarded a \$600,000 NSF grant to pilot a program which fills unmet need for science majors and tracks the resulting impact on academic performance.

THE CHALLENGE IN FRONT OF US

The Loss of HOPE

Six-Year Graduation Rate (Fall 2003 Cohort)



Students who lose HOPE support graduate at only half the rate of those who never had HOPE support in the first place.

THE VALUE OF THE UNMET NEED METRIC

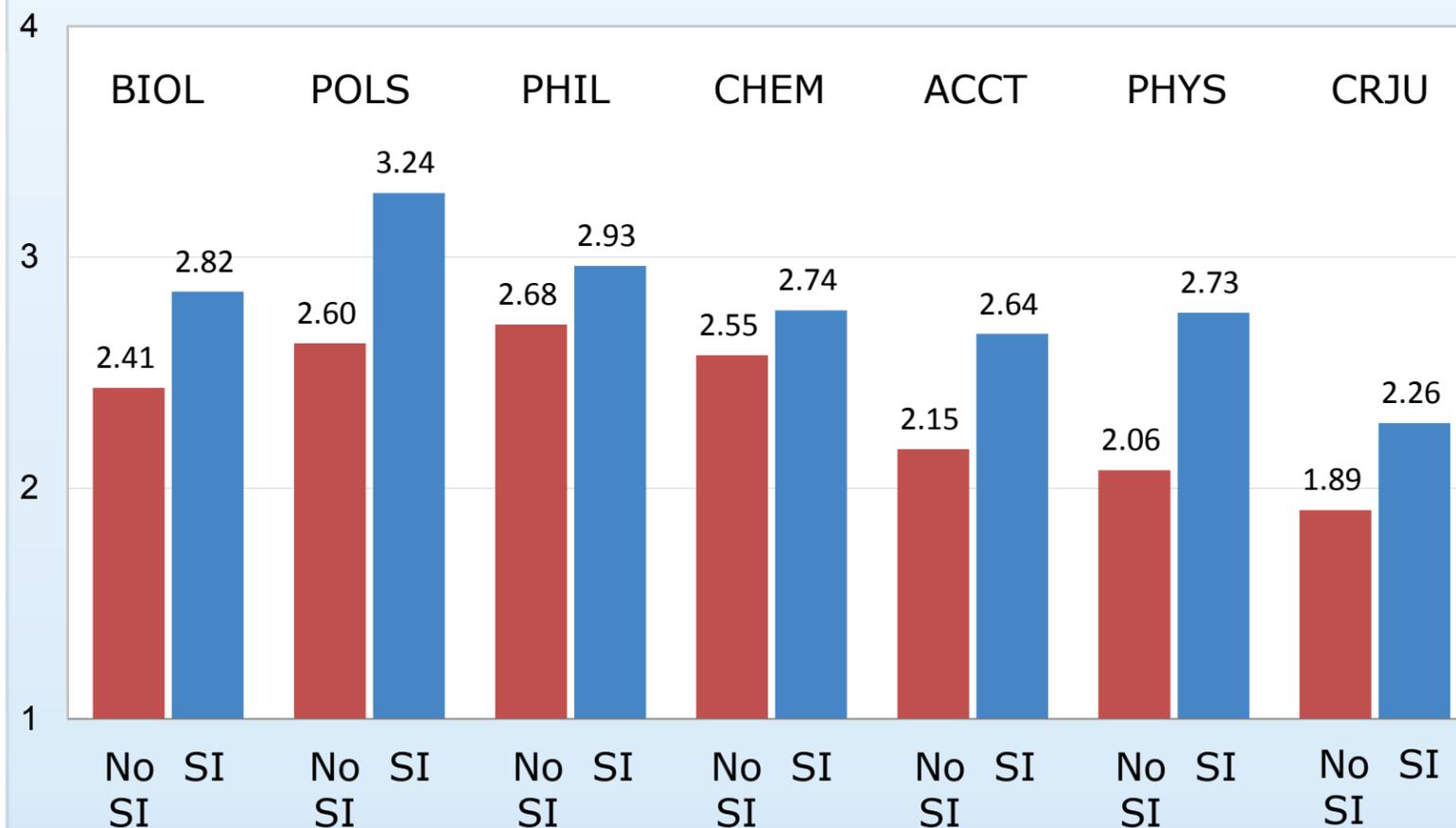
The Impacts of Tracking Unmet Need

- Telling the story: AJC, stakeholders
- Funding: NSF, Coca-Cola Foundation, Goizueta Foundation
- Moving the Dial: New, targeted programs to address the problem



THE VALUE OF THE UNMET NEED METRIC

Supplemental Instruction (SI) Positive Impact on GPA



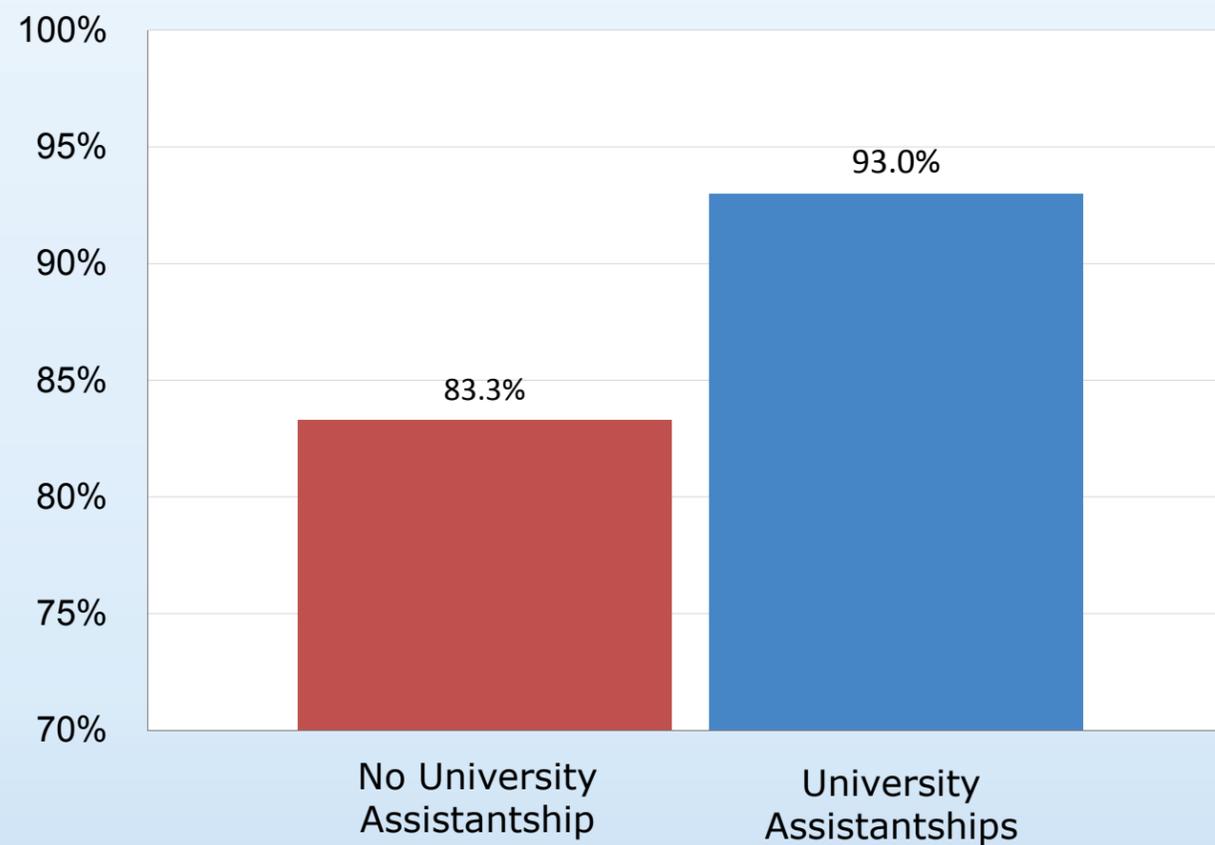
Average course GPA - Overall
Non Supplemental Instruction: **2.41**
Supplemental Instruction: **2.91**

One-Year Retention - Overall
Non Supplemental Instruction: **83.5%**
Supplemental Instruction: **91.2%**

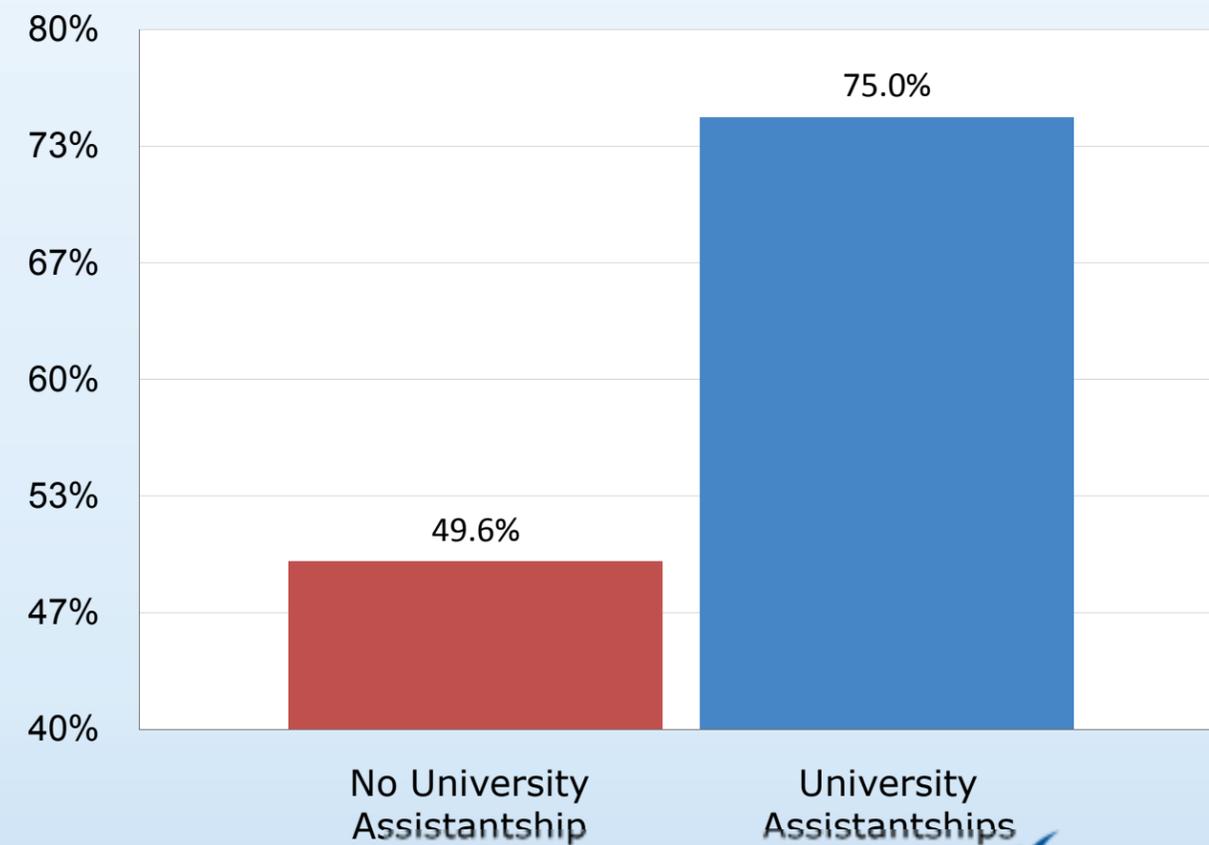
THE VALUE OF THE UNMET NEED METRIC

Undergraduate Research and Mentoring University Assistantships (2002 Cohort)

One-Year Retention



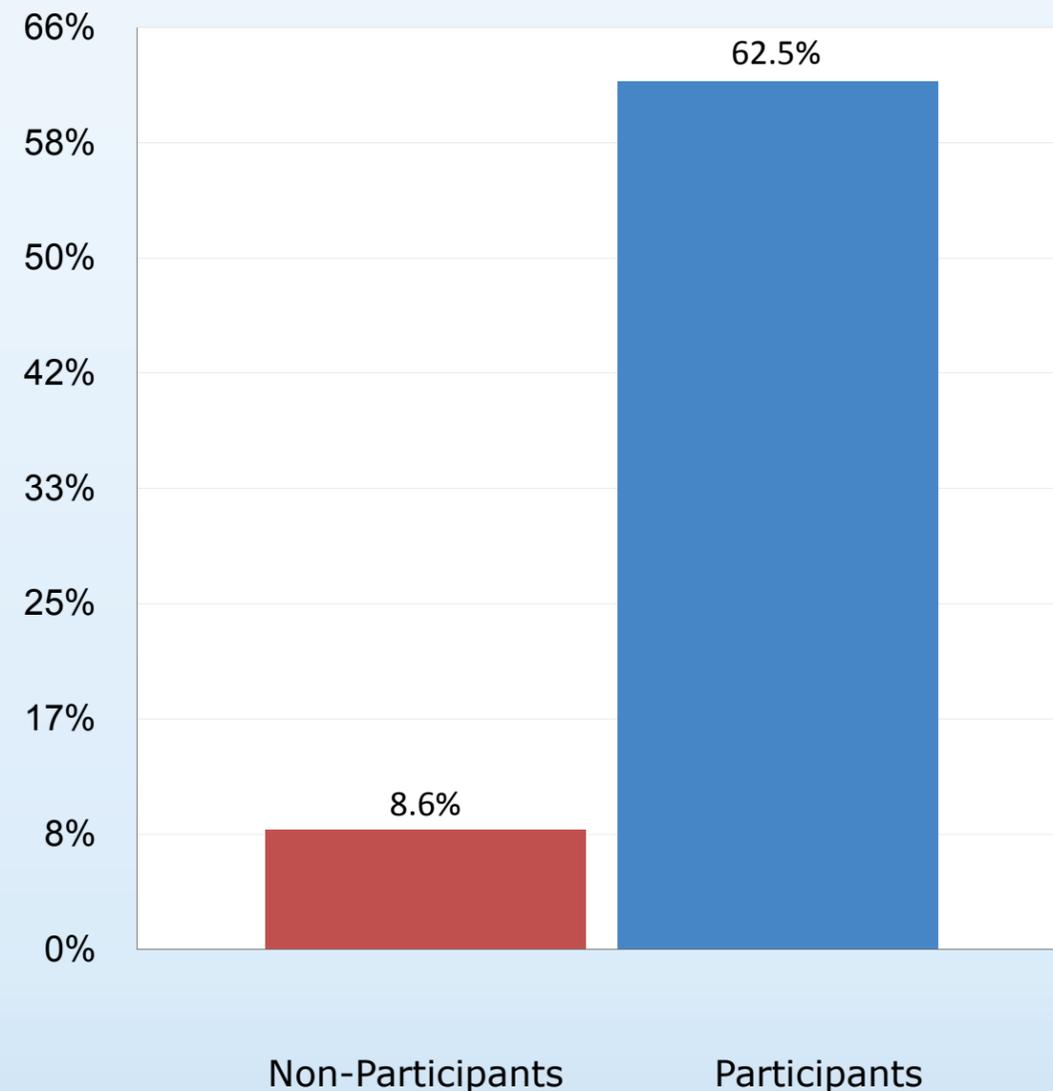
Six-Year Graduation



THE VALUE OF THE UNMET NEED METRIC

Keep HOPE Alive

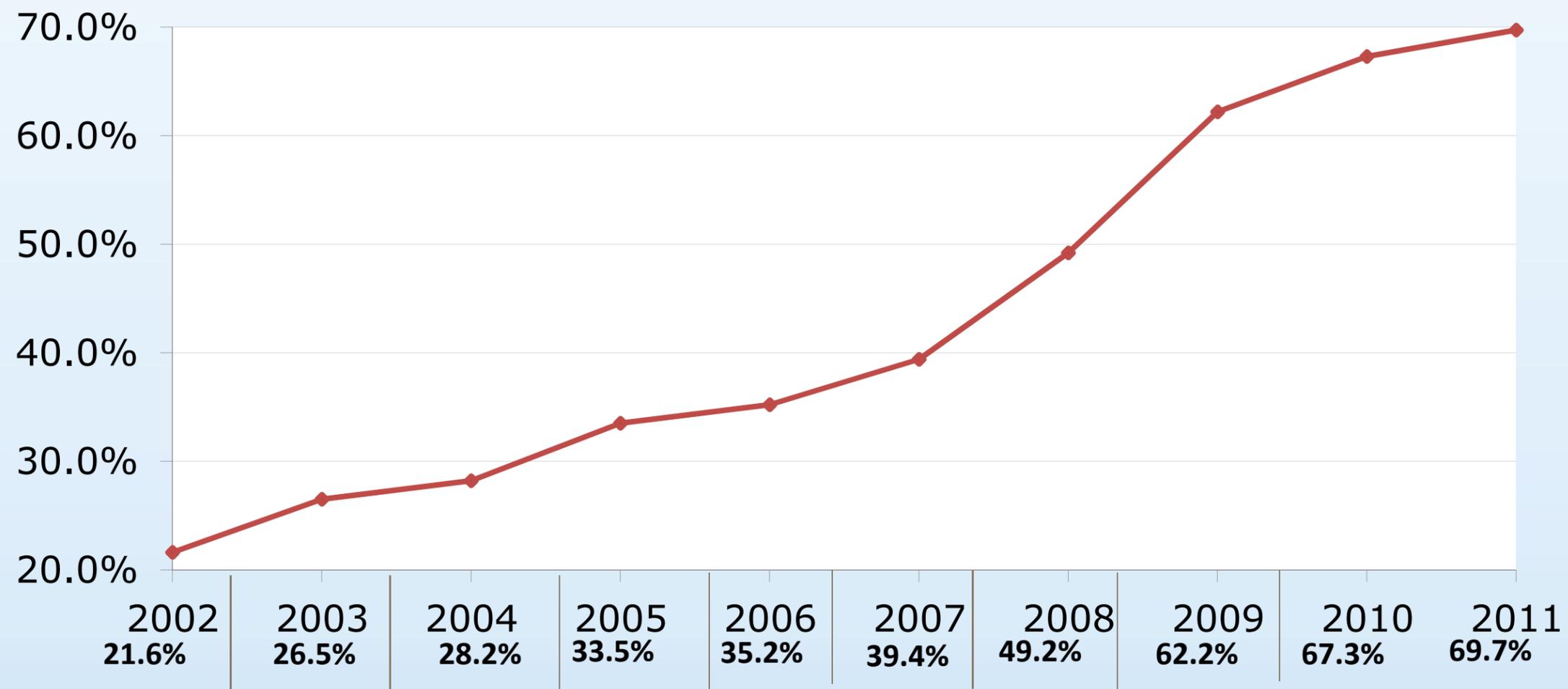
- Targets students who have lost HOPE
- Grants students 500/semester for one year on the condition they attend year-long series of academic skills workshops and individual advisement sessions
- Institutional HOPE Retention Rate 2008: 49%
Institutional HOPE Retention Rate 2011: 68%



THE VALUE OF THE UNMET NEED METRIC

Rising Trend in Progression

Freshmen with Sophomore Standing After One Year



Progression rates have improved 45.7% in the past 9 years and 18.1% in the past 3 years alone



MOVING THE DIAL

The Case for Performance Funding

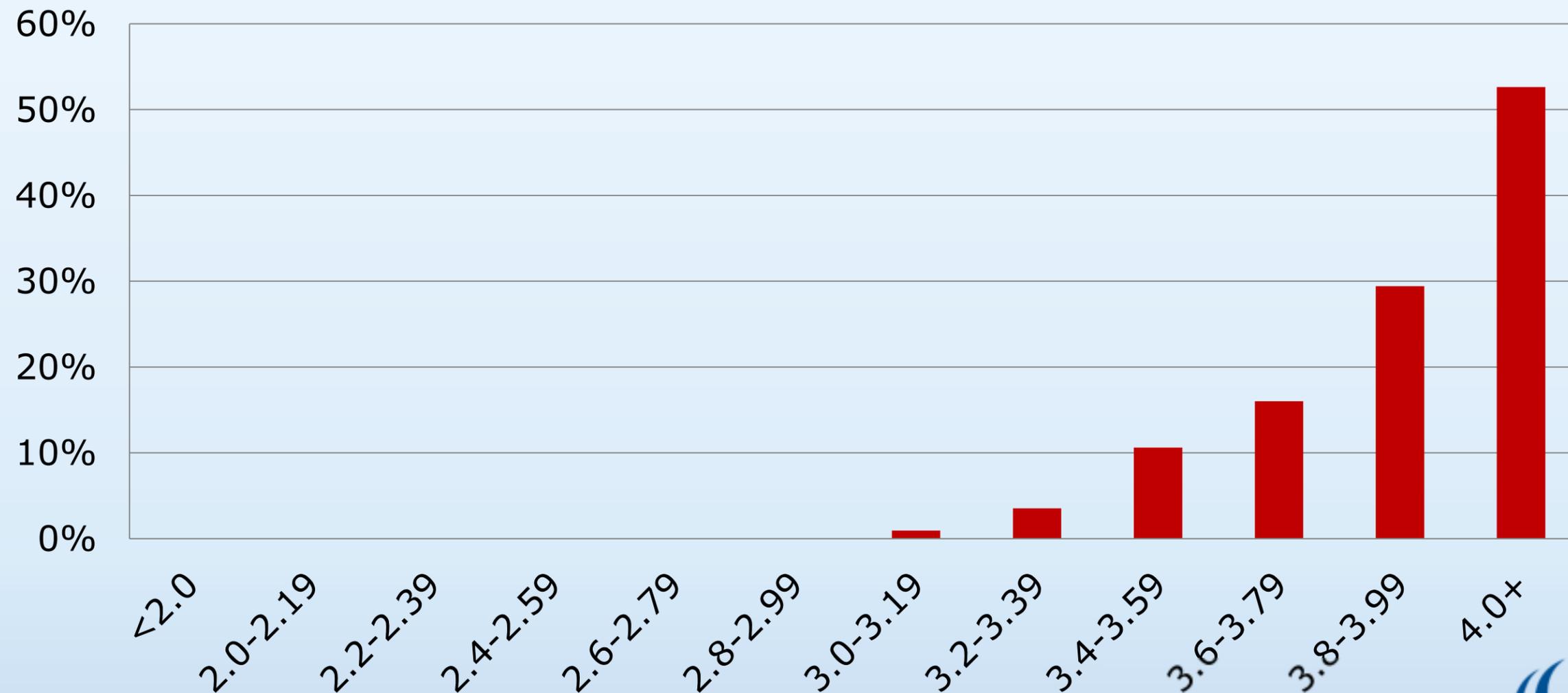
- We use it already: Georgia's Funding Formula. Question not *if* but *what*?
- We have to be more efficient amid higher education's new economic realities
- We need to innovate. The old assumptions and ways will not work to support populations that are growing and will need to grow further: first generation, low income
- Metrics do make a difference (and none of us are using them enough)



MOVING THE DIAL

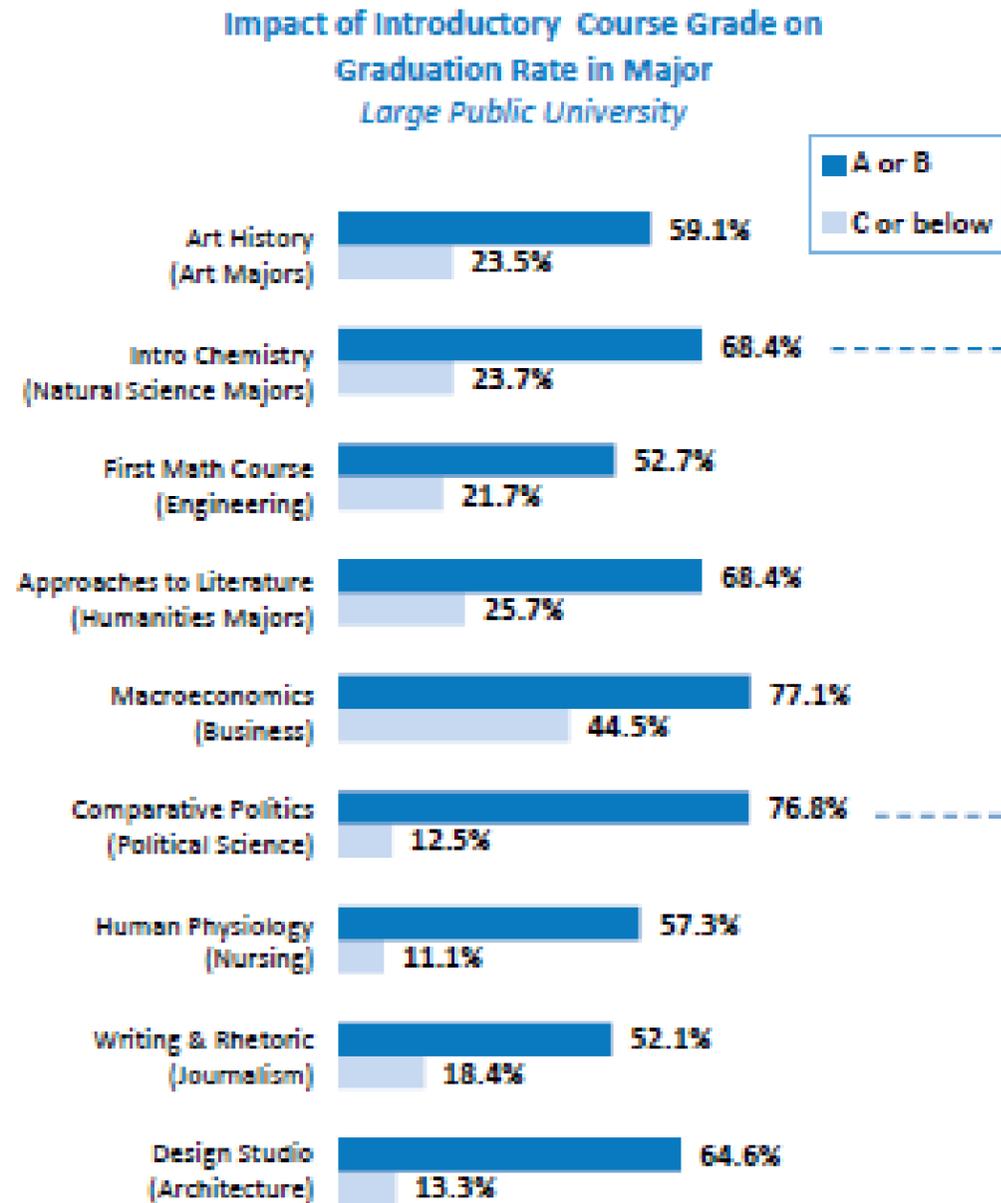
Rate of Acceptance into GSU's Bachelors in Nursing Program based on First-Year GPA

Students are formally admitted into the BSN at the start of their Junior years



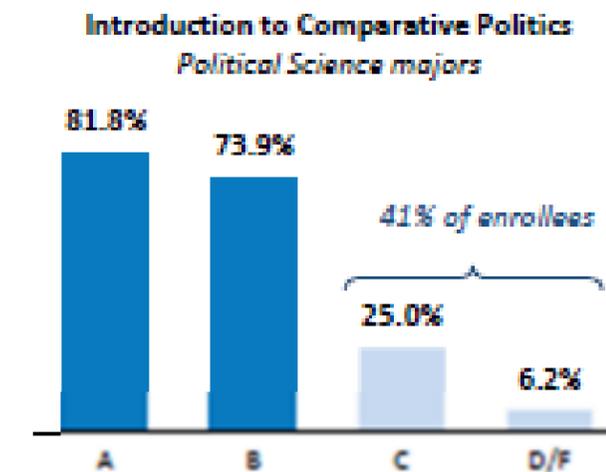
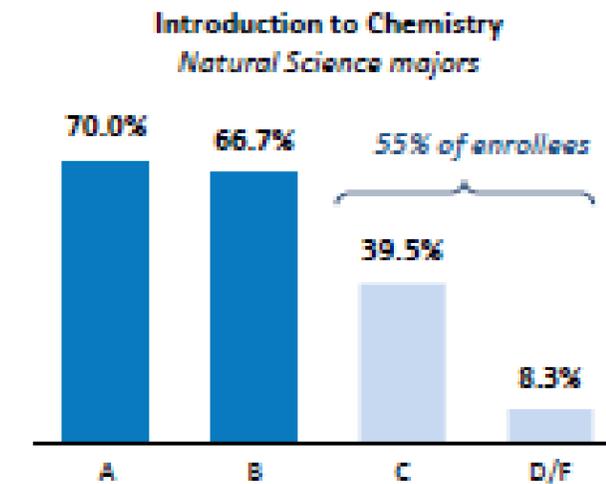
MOVING THE DIAL

Grades in "Sentinel" Courses Accurately Predict Success in Major



So Much for the Gentleman's "C"

Six-Year Graduation Rate Breakdown by Grade *Selected STEM and Social Science Majors*



MOVING THE DIAL

Why the Old Metrics Won't Work

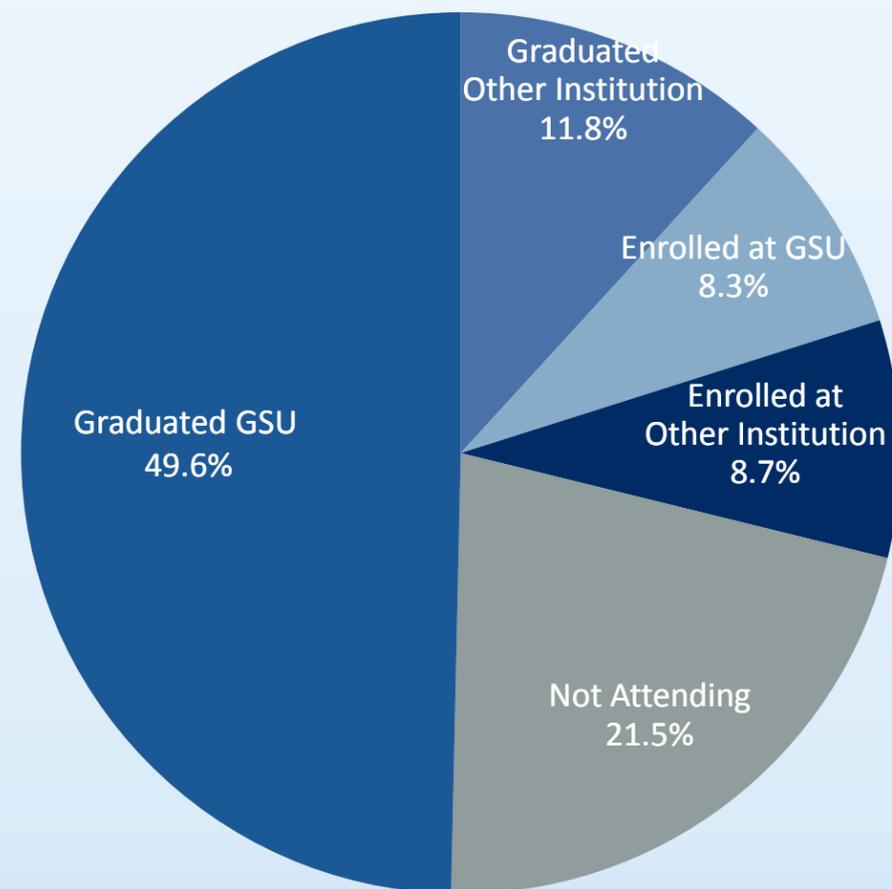
- RPG exclusively tracks the rate of the completion of bachelor degrees by first time, full time, fall freshmen (about 20% of college students by 2025)
- Rates are important, but the N matters, too—and now more than ever
- What really constitutes success?
 - Are even graduates with bachelors gaining what they need to succeed in the new global economy?
 - Are there alternate indicators of success and completion?: Associate degrees, certificates, coursework milestones.



WHAT CONSTITUTES SUCCESS?

Cross-University Retention and Graduation

Fall 2003 Cohort



- Traditional graduation rates undercount students who actually graduate elsewhere
- Total Graduated: 61.4%
Total Graduated and Retained: 78.5%
- The top 10 institutions receiving GSU transfer students are all USG schools

MOVING THE DIAL

What Are Other States Doing?: Examples of Two Extremes

➤ A Simple, Outcome-Oriented Approach

INDIANA: Funding based on **Degree Completions**

A dollar amount is awarded for each degree awarded over and above those awarded according to a four-year average of degrees conferred by the institution.

➤ A Complex, Progress-Oriented Approach

WASHINGTON: Funding based on **Momentum Points**

A dollar amount is awarded to each student who reaches such points as passing remedial math and English courses, earning 15-hours of college-level credits, earning 30-hours of college credit, completing 6-hours of math credits, earning an associate degree and so forth.

(Note: in Washington, associate degrees are automatically awarded by original institution when student reaches 60 hours even if student has transferred to another school.)



MOVING THE DIAL

Some Principles Behind Complete College America

- Keep it simple: The metrics should be understandable and worthy of the aspirations of the USG
- Use data that is accessible and reliable
- Count the populations who will make a difference: Not merely first time freshmen, but transfer, part-time, and nontraditional students are all essential to meeting state-wide completion goals



MOVING THE DIAL

Some Principles Behind Complete College America

- Promote efficiency: Consider metrics such as Time to Degree, Course Completion Rate, Student Learning Progress Model
- Recognize (institutional) diversity: Not all metrics need to apply to all campuses
- Reward relative progress, rather than the status quo

