

ACHIEVE
Alabama Transfers
March 3, 2026

Supporting Today's Students Through Proactive, Data-Informed Innovations

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



AT GEORGIA STATE UNIVERSITY



53,000 students across 6 metro Atlanta campuses, 5 of which are two-year institutions





SWEET AUBURN

Martin
King
National
Historic
Site



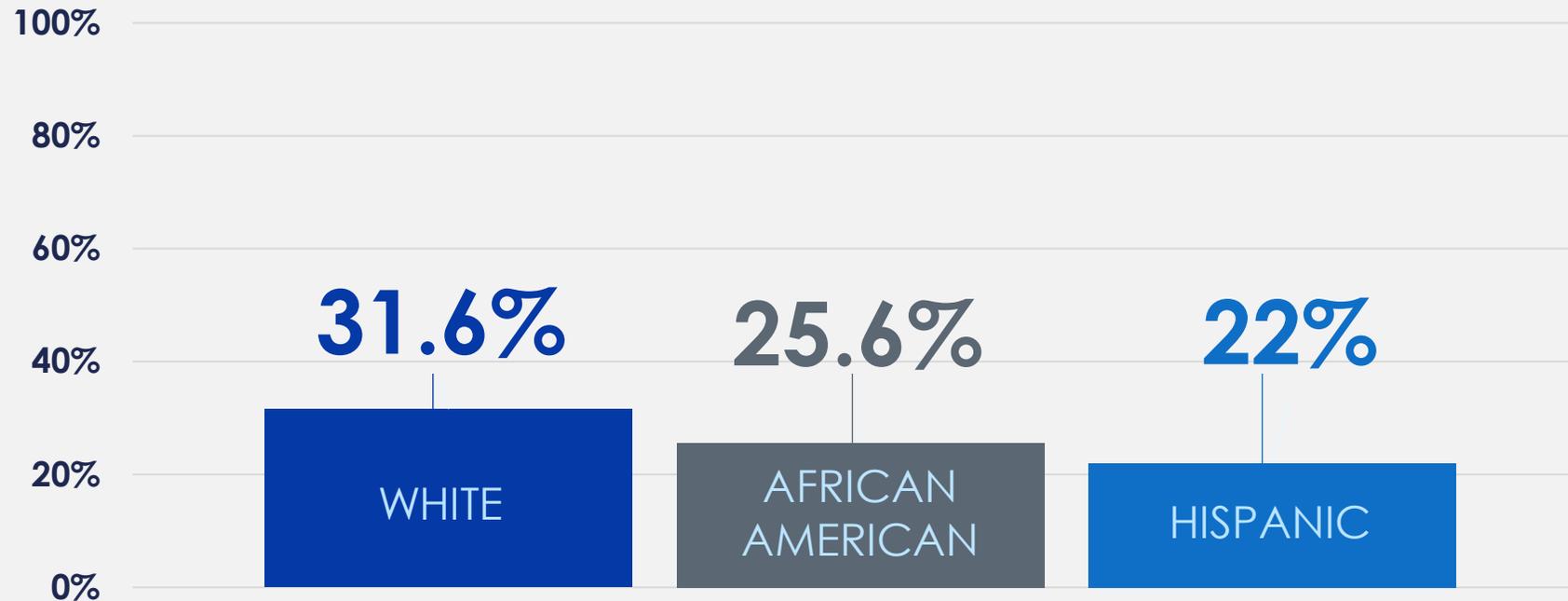


SYSTEM OF GA. CENTER
EVENING AND DAY CLASSES 24

Graduation Rates by Race & Ethnicity



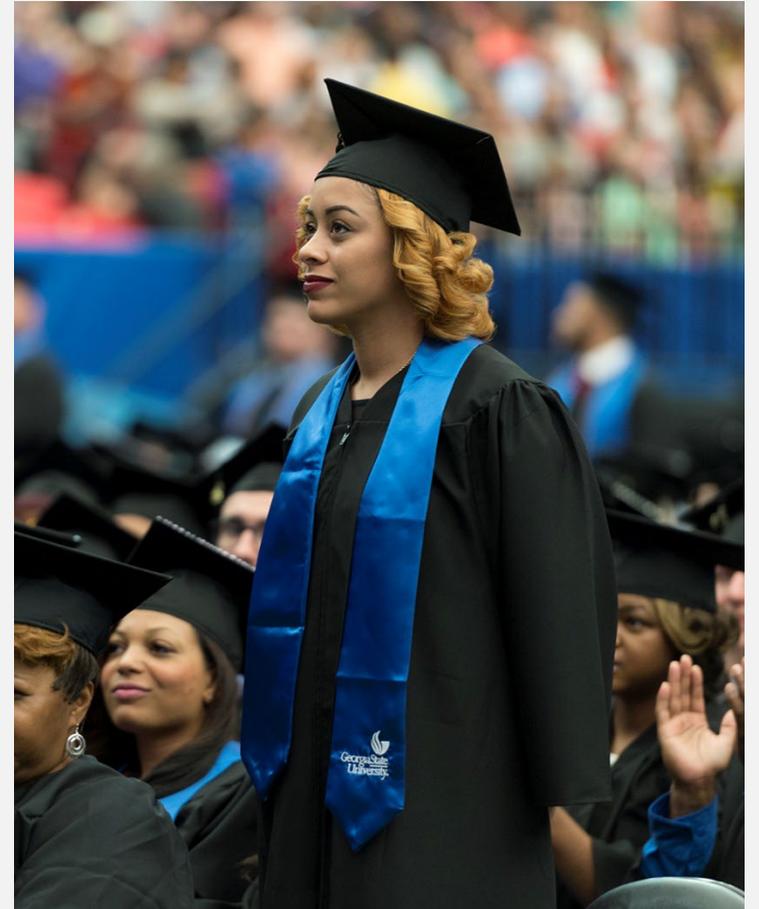
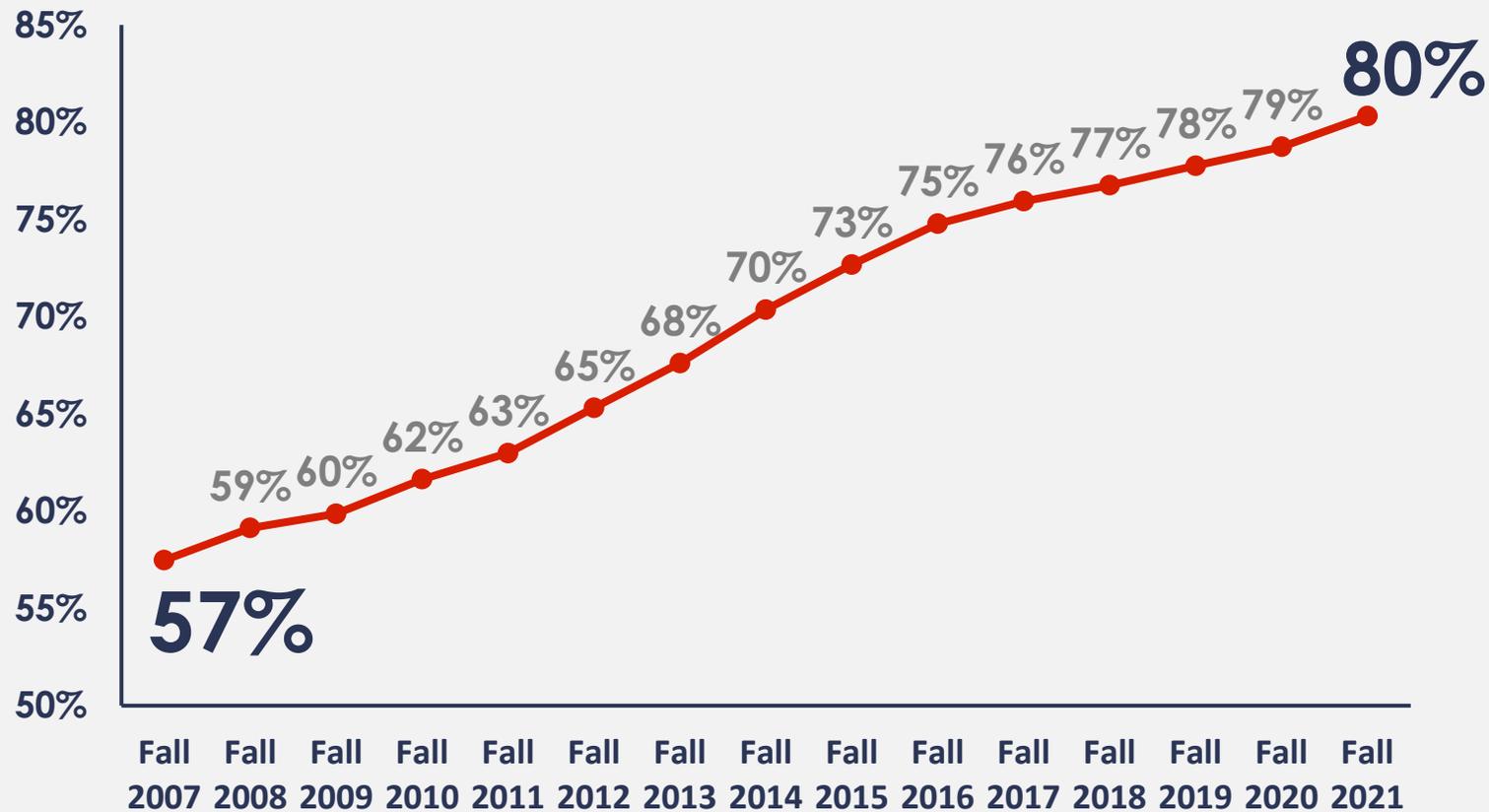
Where we were: 2003



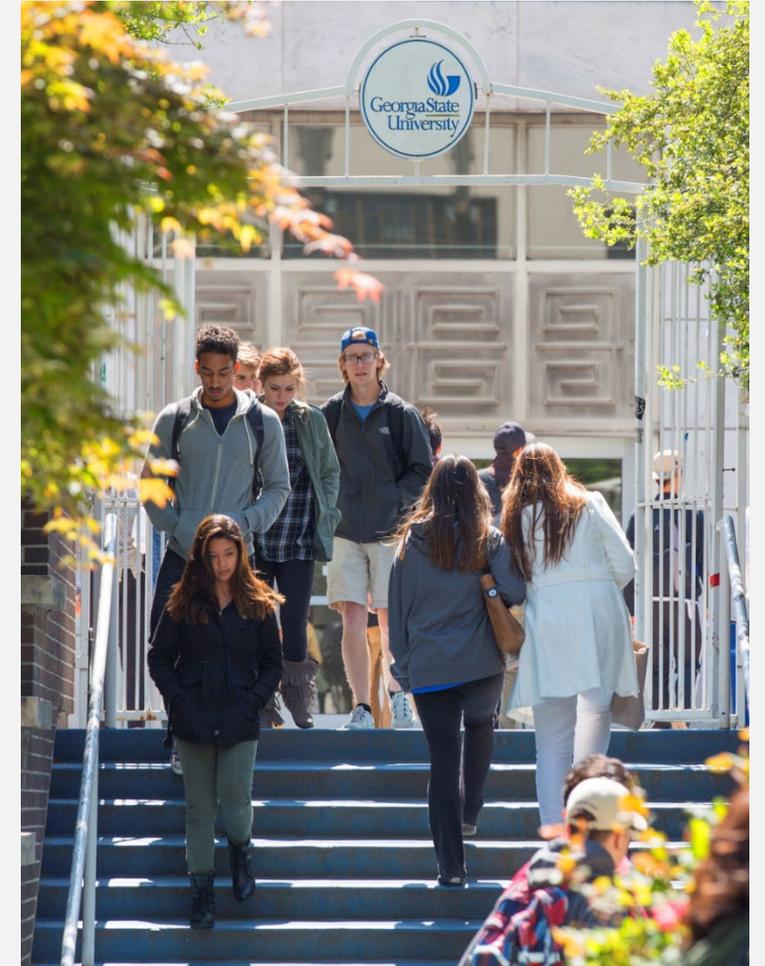
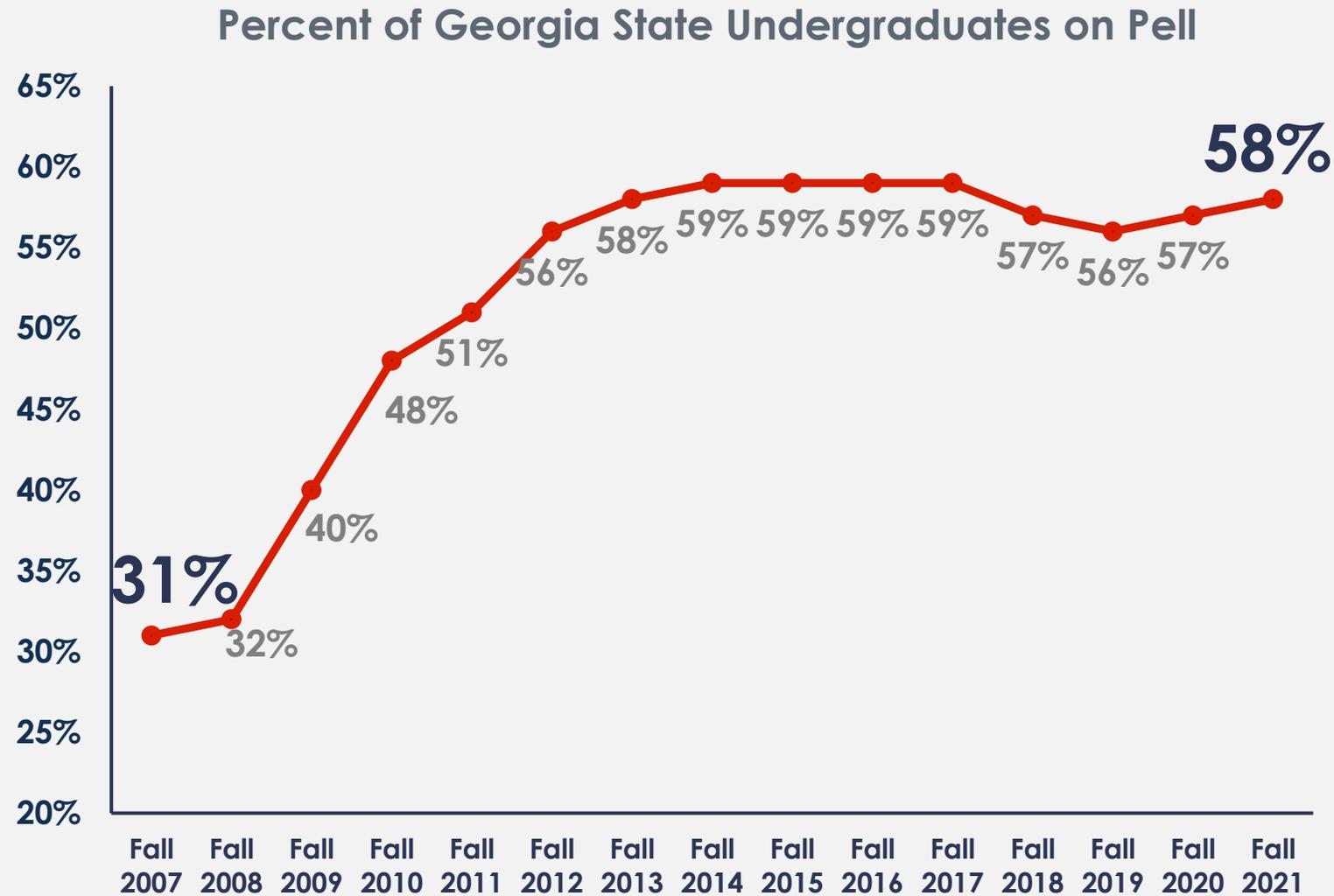
Changing Demographics at GSU: Race & Ethnicity

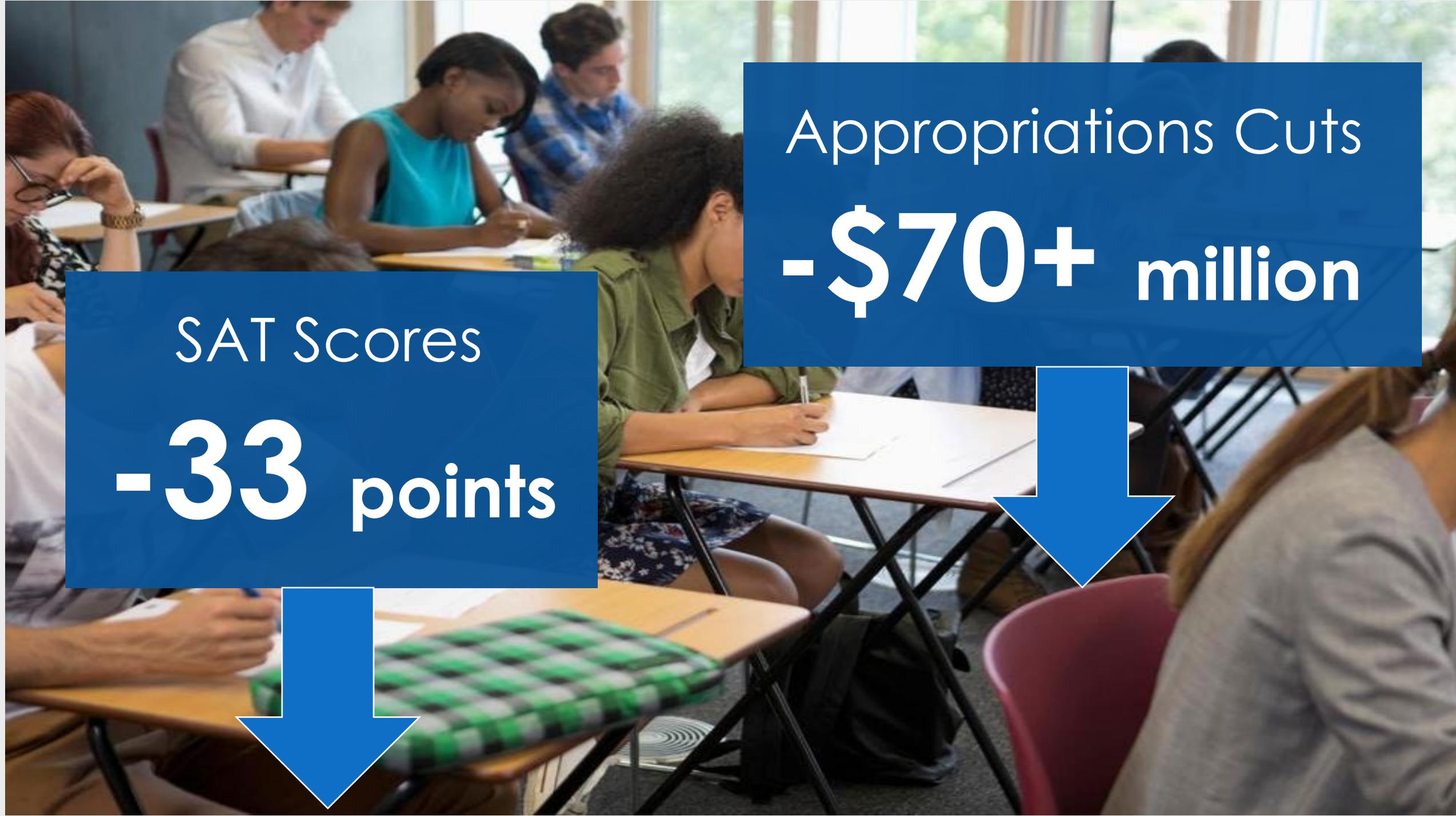


Percent of Georgia State Undergraduates Who Identify as Non-White



Changing Demographics at GSU: Low-Income Students



A photograph of a diverse group of students sitting at desks in a classroom, focused on their work. The scene is brightly lit with natural light from windows in the background. Two blue text boxes are overlaid on the image, connected by downward-pointing arrows, indicating a causal link between budget cuts and lower SAT scores.

Appropriations Cuts
-\$70+ million

SAT Scores
-33 points



Are We the
Problem?

19%

Percent of Confirmed Freshmen Who Did Not Enroll
Summer 2015

Fall 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



My Path

My Plan

My Profile

All Items

This... Week Month Term

This Week

Resource

Connect with campus resources that matter most to you.

Resource

Explore services designed specifically for first-generation students.

To Do

Meet with an academic advisor before your first term

To Do

Take and review your Assessment Examination

To Do

Pick your courses and schedule your first term

Appointment

Open House: Campus Day Care

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.



Housing Services

Resources to help you find a place to stay near campus.



Career Guidance

Helping you find the right career path and prepare you for the job market. It's never too early to start!



Clubs and Activities

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



Mentorships

Helping you connect with experience students who can help guide your way.



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/1OgfTcg

Approved by AdmitHub AI

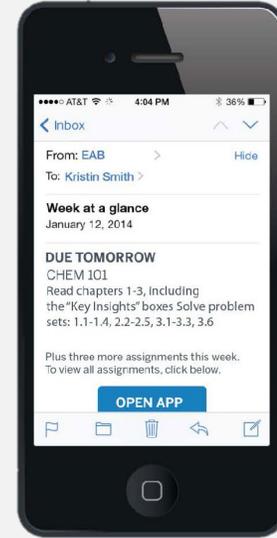
Divorced
Jan 19 2017 6:38:40 PM

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/1OgfTcg

Approved by AdmitHub AI

OK and when is it due?
Jan 19 2017 6:39:07 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



185,000



Drop in Summer
Melt:

-50%

360+ More
Students
Enrolled

Lindsay Page and Hunter Gehlbach, How Georgia State University Used an Algorithm to Help Students Navigate the Road to College, Harvard Business Review, January 16, 2018

Chatbot: Retention



FAFSA Completion: **+16%**

FAFSA Verification: **+14%**

Register for Fall classes
early: **+14%**

Attend “Comeback Camp”:
+66%

Get dropped for non-
payment: **-36%**



AI Support in Academic Courses

Randomized Control Trials in Political Science and Economics

Average final grade **+7 points**

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

Pell Students likelihood to Withdraw **-50%**

Chemistry (Spring 2024)
Math (Fall 2024)
English (Fall 2025)



Meyer, Page, et. al., Let's Chat: Leveraging Chatbot Outreach for Improved Course Performance, Ed Working Paper 22-564, Annenberg Institute Brown University, September 2023.



Non-pass rates among sections of a selected mathematics course whose faculty used an academic chatbot were lower than sections whose faculty did not use the chatbot.

DFW Rates Among a Selected Mathematics Course by Academic Chatbot Use, 2023-2024

Faculty Status	2023		2024		2023-2024 Change in DFW Rates
	Number of Students Enrolled	Average Section DFW Rate	Number of Students Enrolled	Average Section DFW Rate	
Did not use academic chatbot	538	33%	395	27%	-6pp
Used academic chatbot	233	21%	211	10%	

Difference in 2024 DFW Rate Among Sections that Used the Chatbot from those that Did Not Used the Chatbot

-17pp



2.6

Average Number of Majors Cycled Through By
Graduating Seniors in 2010



LOST

CONFUSED

UNSURE

UNCLEAR

PERPLEXED

DISORIENTED

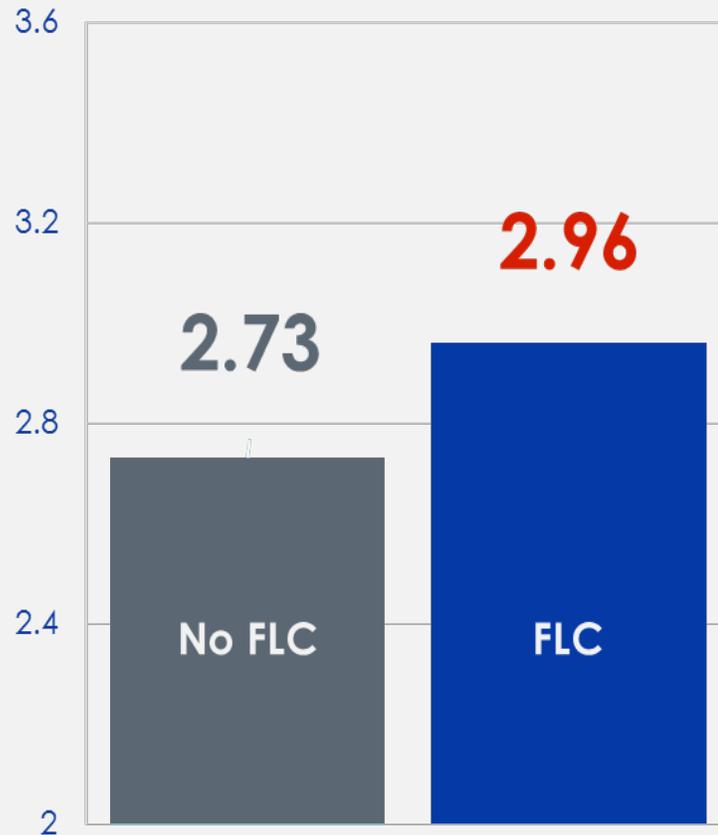
BEWILDERED

Freshman Learning Communities & Meta Majors

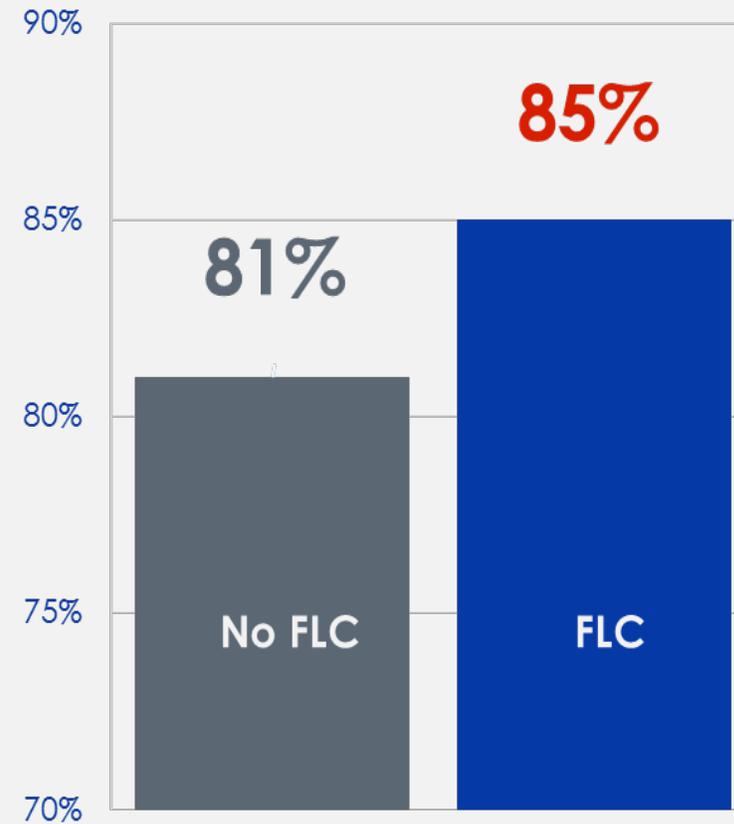


Freshman Learning Communities with block schedules of 5 to 6 courses:
95% of non-Honors freshmen (Opt-out model)

1st Year GPA



Retention





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

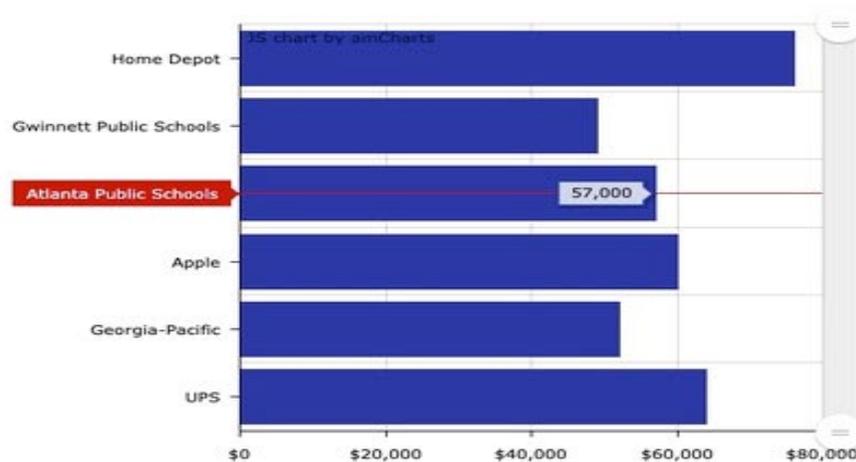
Faculty Training Tool Kit

Your Career Starts Here

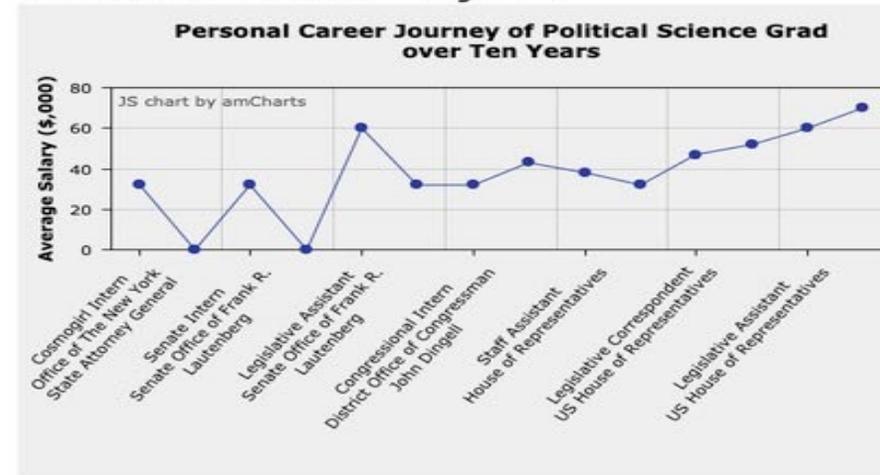


WHEN YOU TAKE YOUR FIRST STEPS ON CAMPUS, YOU ARE CHARTING YOUR CAREER PATH.

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.

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 course outcomes

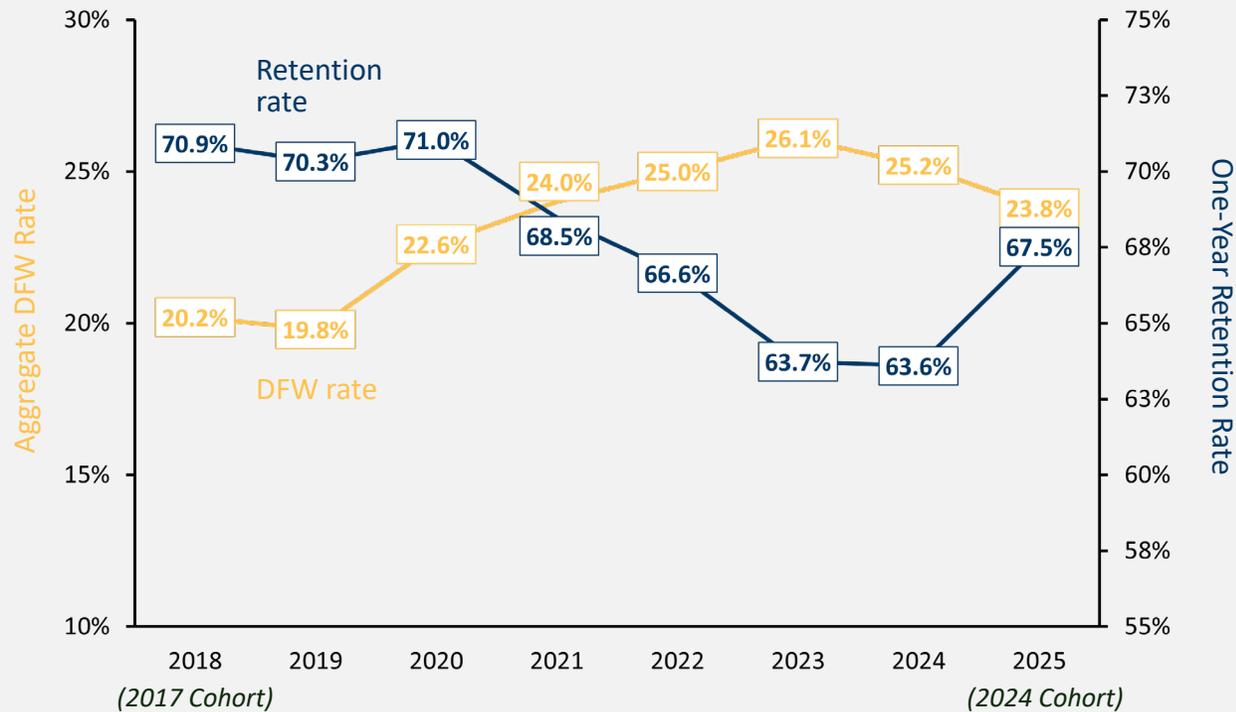




DFW rates and first-year retention

Since 2018, there has been a strong correlation between lower average DFW rates and higher average retention rates. While retention and DFW rates have improved in recent years, they have not returned to the 2018 levels.

Aggregate First-Term DFW Rates and First-Year Retention Trends Among First-Time Freshmen, Outcome Years 2018-2025



As **DFW rates increase**, retention rates **decrease**.

Note: Correlation coefficient = -0.9.

Note: 2024 cohort first-year retention rate is preliminary.

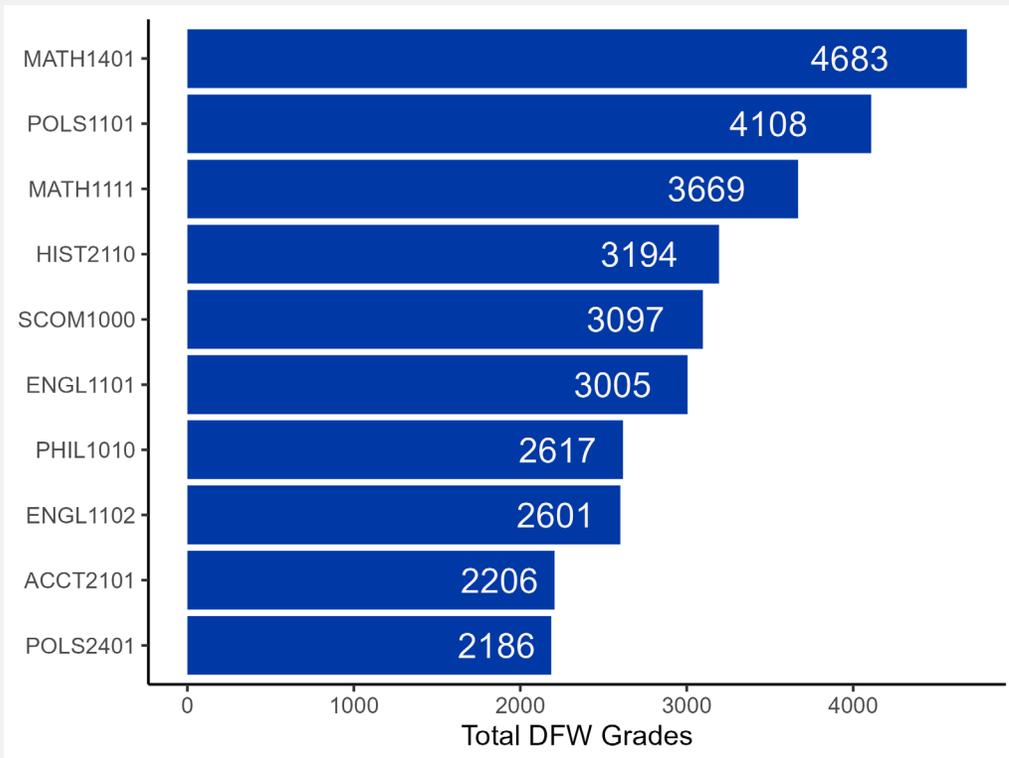
Source: X institutional data

Bachelor's: DFW rates by course



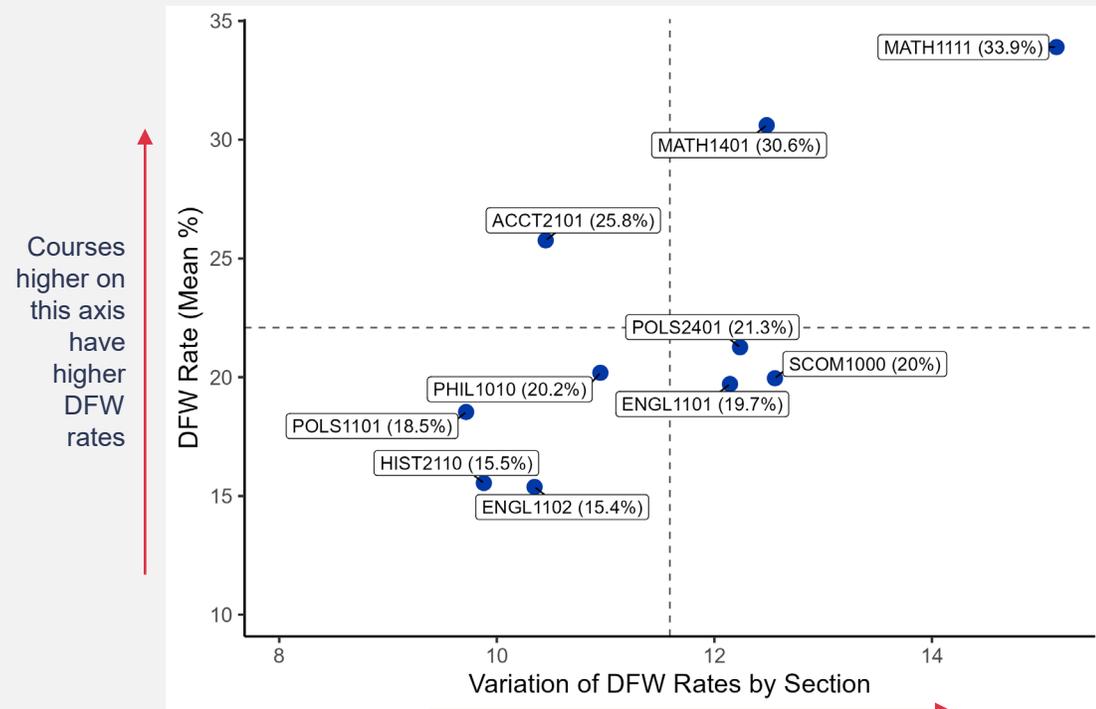
Of the top 10 courses with the highest number of DFW grades, most are typically taken by students in their first year. The two courses with the highest DFW rates, MATH111 and MATH1401, also have among the highest variation of DFW rates across sections.

Top 10 Courses with Highest Number of DFW Grades, Fall 2019-Spring 2024



Variation of DFW Rates Between Sections Among Top 10 DFW Courses, Fall 2019-Spring 2024

Course (average DFW Rate)



Courses higher on this axis have higher DFW rates

Courses further along this axis have greater variation in DFW rates between sections

Note: The 2020-2021 academic year was excluded from the analysis.

Source: Georgia State University Division of Student Success, Student Success Analytics

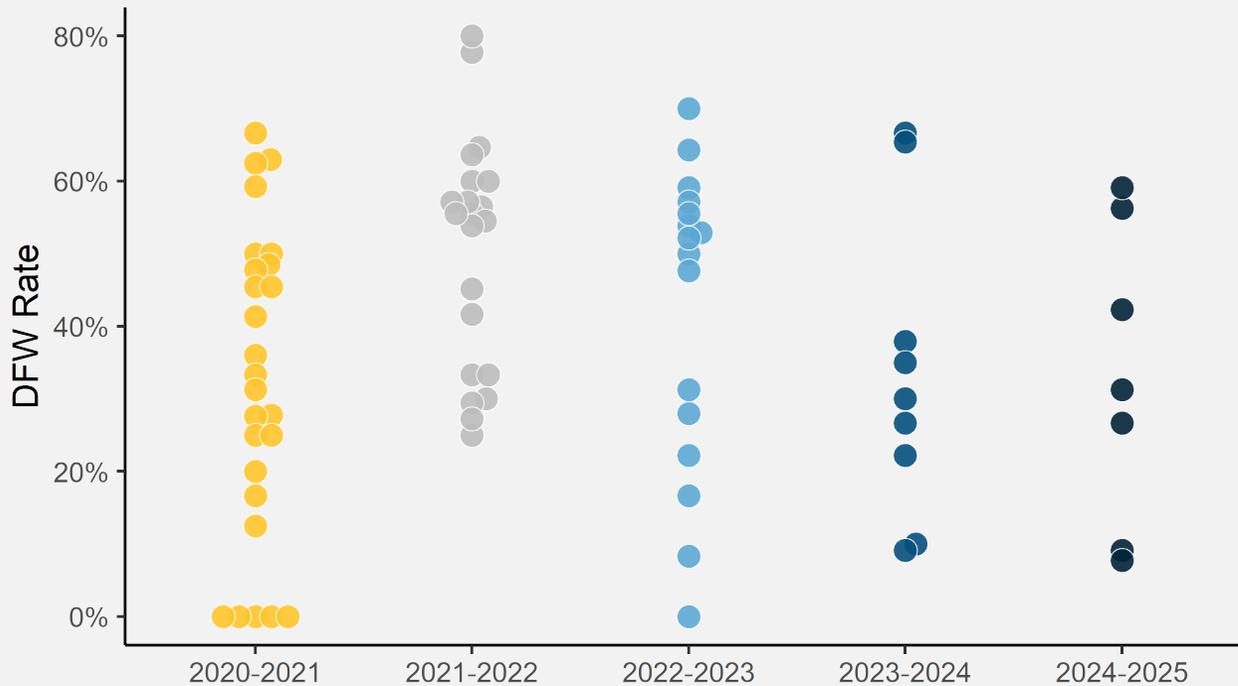
DFW rates by course section for a selected course



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.

DFW Rates by Course Section and Academic Year for a Selected Course, AY2021-AY2025

*Each dot represents the DFW rate for an individual course section.
Colors identify individual academic years.*



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



-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

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

<i>Term</i>	<i>Dropped Status</i>	<i># Students</i>	<i>1yr Graduated</i>	<i>2yr Graduated</i>	<i>3yr Graduated</i>	<i>4yr Graduated</i>	<i>5yr Graduated</i>	<i>6yr Graduated</i>
<i>Fall 2013</i>	Financial Drop	276	6%	12%	18%	21%	24%	25%
	No Drop	24583	23%	40%	53%	63%	67%	71%
<i>Fall 2014</i>	Financial Drop	324	3%	8%	11%	15%	16%	18%
	No Drop	24950	23%	40%	54%	64%	67%	71%
<i>Fall 2015</i>	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

Term	Dropped Status	# Students	1yr Graduated	2yr Graduated	3yr Graduated	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%

71%

24%

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

<i>Term</i>	<i>Dropped Status</i>	<i># Students</i>	<i>1yr Graduated</i>	<i>2yr Graduated</i>	<i>3yr Graduated</i>	<i>4yr Graduated</i>	<i>5yr Graduated</i>	<i>6yr Graduated</i>
<i>Fall 2013</i>	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%
<i>Fall 2014</i>	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%
<i>Fall 2015</i>	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: Study by Ithaka S+R, 2023

5,760

Students Who Dropped Out of
Georgia State in 2010

Advisement: GPS Advising



Predictive Analytics Project

10 YEARS
OF DATA

2.5 MILLION
GRADES

144,000
STUDENT RECORDS

800+
ANALYTICS-BASED
ALERTS

30,000 STUDENTS
TRACKED **DAILY**

Registration Tracking and Academic Maps



B.S. in Chemistry

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Complete CHEM 2400 (B- or Better)• Complete MATH 2212 (C or better)• Complete PHY 2211k (C or better)	<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Complete CHEM 4000 with a C or Better• Complete CHEM 4110 with a C or Better	<ul style="list-style-type: none">• Complete CHEM 4010 with a C or Better• Complete CHEM 4120 with a C or Better
SEMESTER 7	SEMESTER 8
<ul style="list-style-type: none">• Complete CHEM 4160 with a B- or better	<ul style="list-style-type: none">• Complete CHEM 4190 with a C or Better



B.S. in Chemistry

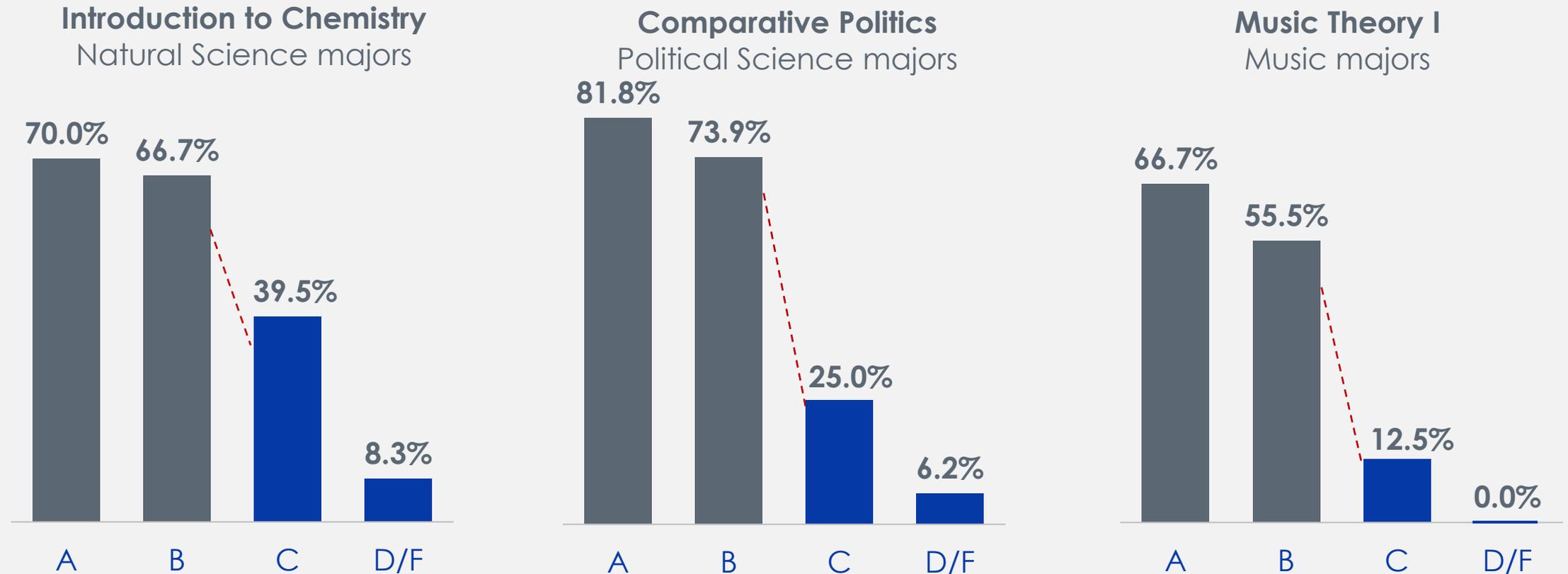
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none">Complete 1 of ENGL 1101, ENGL 1102 or ENGL 1103 (C or Better)Complete MATH 1113 or Higher (B- or Better)Complete CHEM 111K (B- or Better)	<ul style="list-style-type: none">Complete ENGL 1102 or 1103 (C or Better)Complete MATH 2211 or Higher (B- or Better)Complete CHEM 210 (C or Better)Complete CHEM 211 (C or Better)
SEMESTER 3	SEMESTER 4
<ul style="list-style-type: none">Complete CHEM 2100 (B or Better)Complete MATH 2212 (C or Better)Complete PHY 221K (C or Better)	<ul style="list-style-type: none">Complete CHEM 310 (C or Better)Complete CHEM 311 (C or Better)Complete CHEM 312 (C or Better)
SEMESTER 5	SEMESTER 6
<ul style="list-style-type: none">Complete CHEM 4000 with a C or BetterComplete CHEM 4110 with a C or Better	<ul style="list-style-type: none">Complete CHEM 4010 with a C or BetterComplete CHEM 4120 with a C or Better
SEMESTER 7	SEMESTER 8
<ul style="list-style-type: none">Complete CHEM 4160 with a B- or better	<ul style="list-style-type: none">Complete CHEM 4190 with a C or Better

Toxic Course Combinations

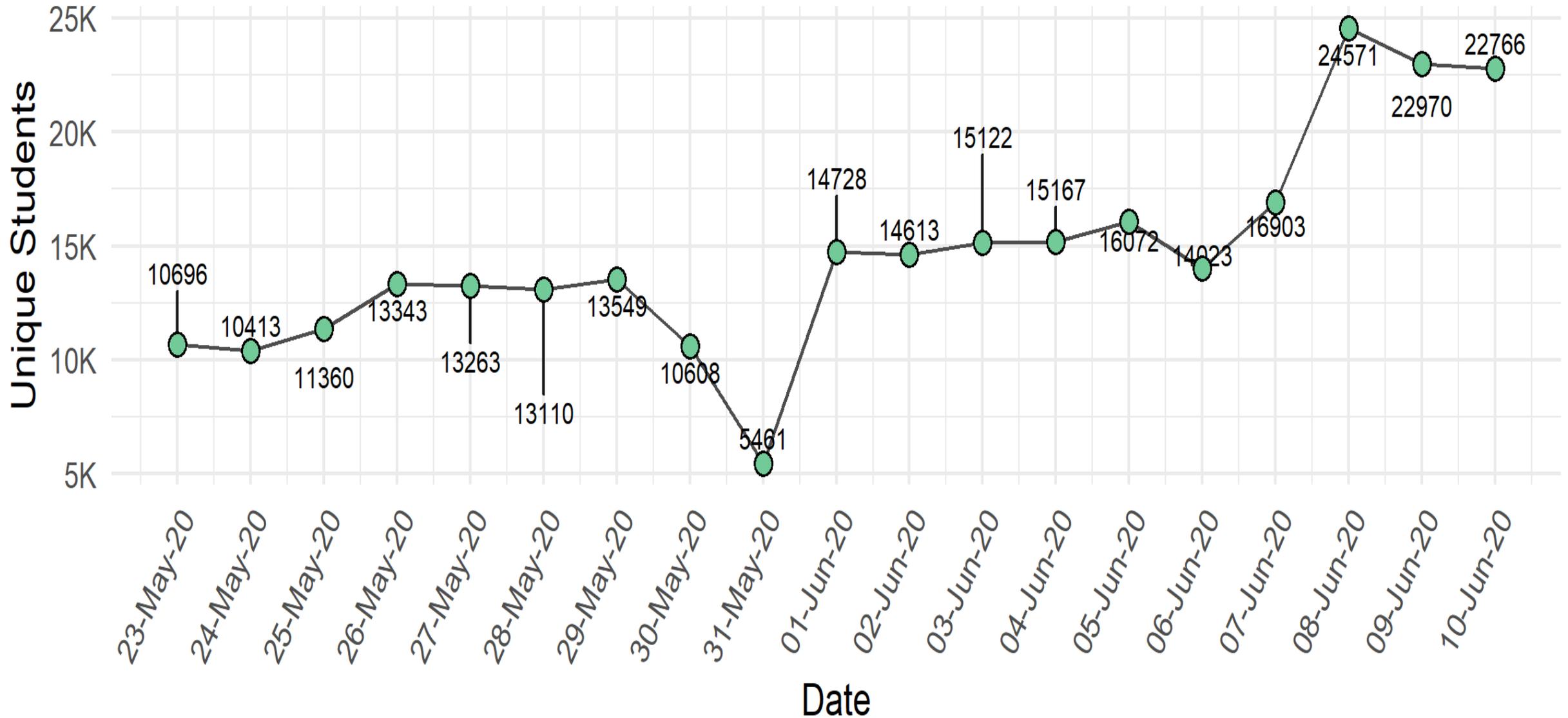
Performance in 'Marker' Courses



Graduation Rate in Major by Introductory Course Grade



Course Engagement





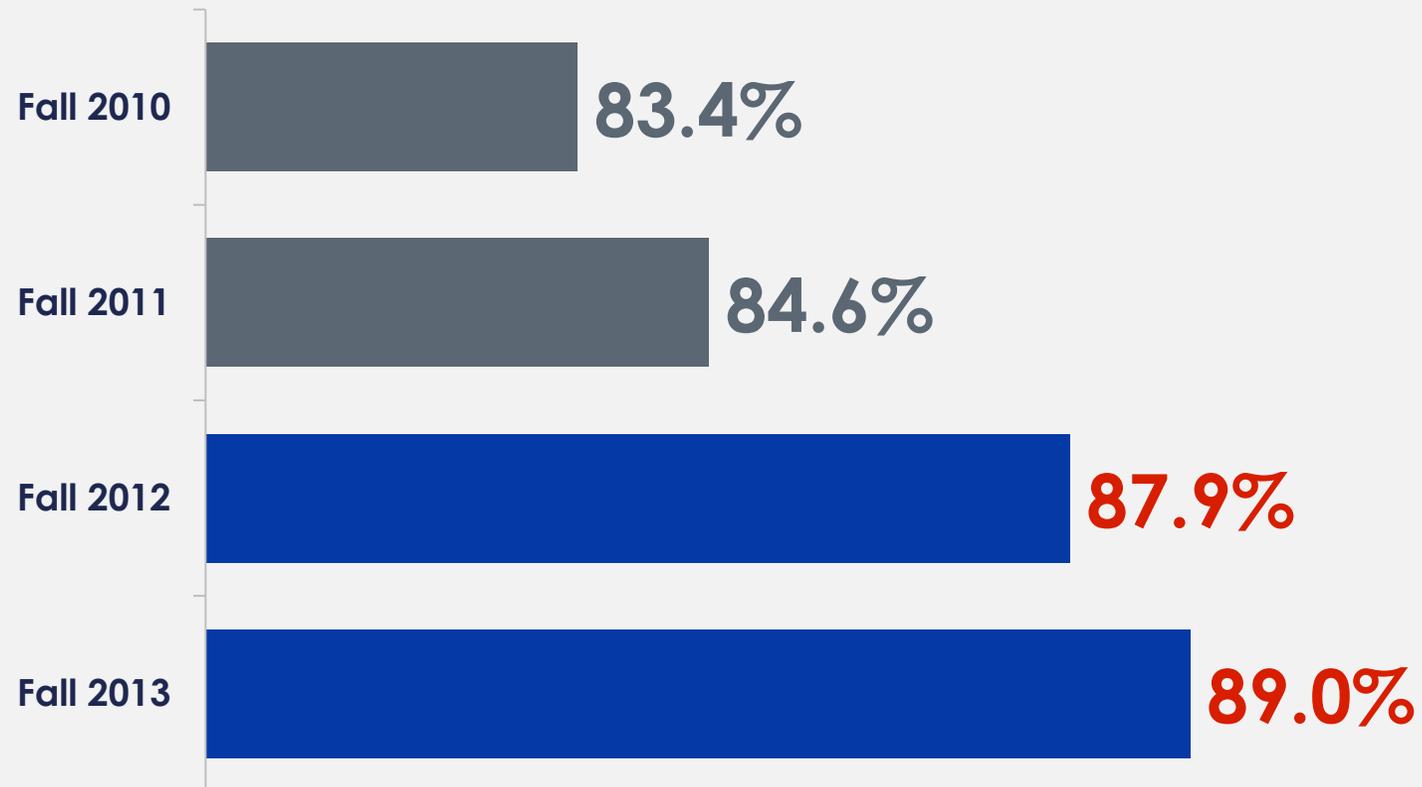
106,000

Advising Meetings Annually

Results: Increased Retention



Increased Average First Term Retention Fall to Spring Retention





STEM Degrees Conferred Since 2011 (with enrollment change)

Black **+158%** (50%)

Black Male **+216%** (54%)

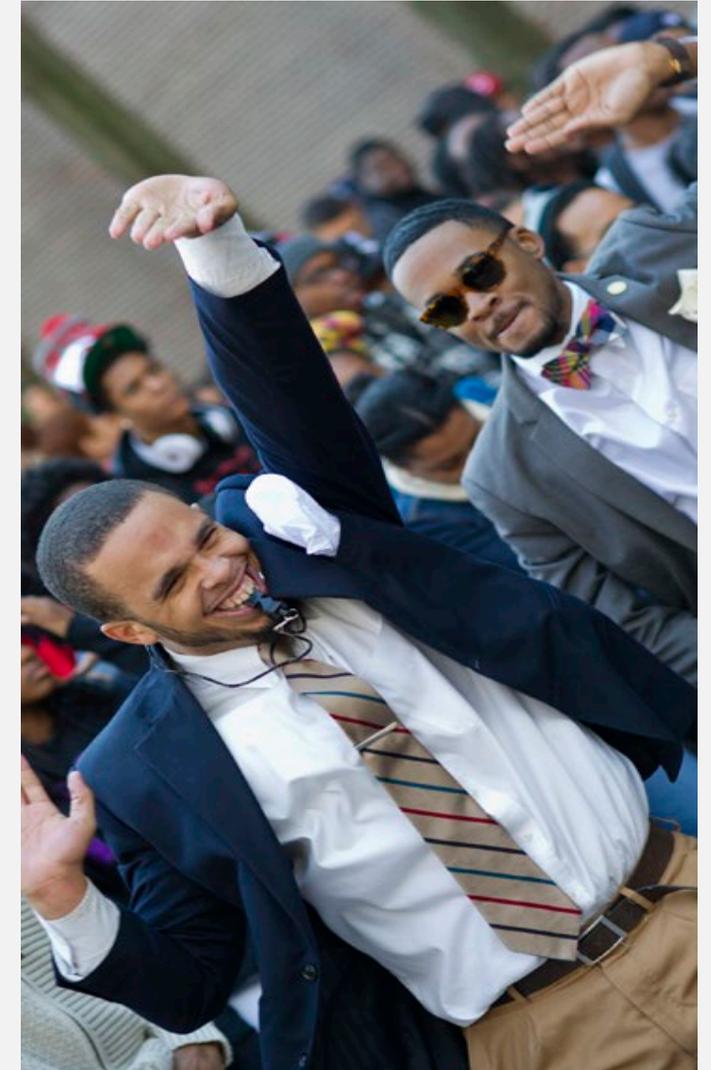
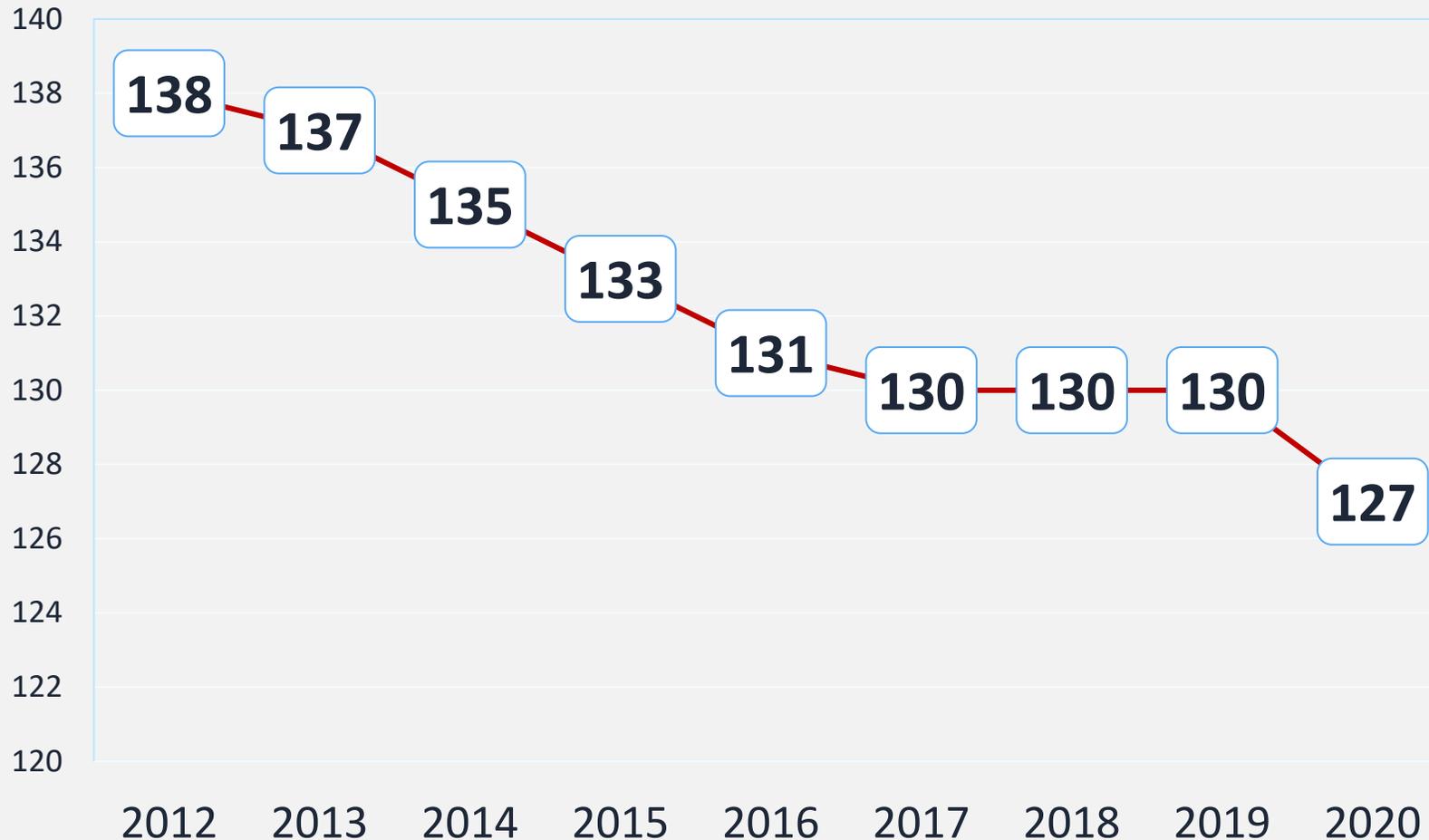
Hispanic **+406%** (118%)

Results: Decline in Time to Degree



Hours at Graduation
Native Freshmen Bachelor's Students

— Median Hours at Graduation



Reducing Loan Debt



Average Federal Loan Debt for GSU Graduating Seniors

Term	# Graduated w/Debt	Avg Debt
Spring 2016	2,128	\$ 21,430.25
Spring 2017	2,260	\$ 20,260.99
Spring 2018	2,273	\$ 20,094.35
Spring 2019	2,410	\$ 19,595.76
Spring 2020	2,521	\$ 18,558.78
Spring 2021	2,646	\$ 17,307.50
Spring 2022	2,520	\$ 16,929.64



National Avg Loan Debt: **\$37,338**



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.

Impacts



JUNIOR

ST. TRACK

Retention Rate of
Summer Success
Academy Students
87%

SENIOR

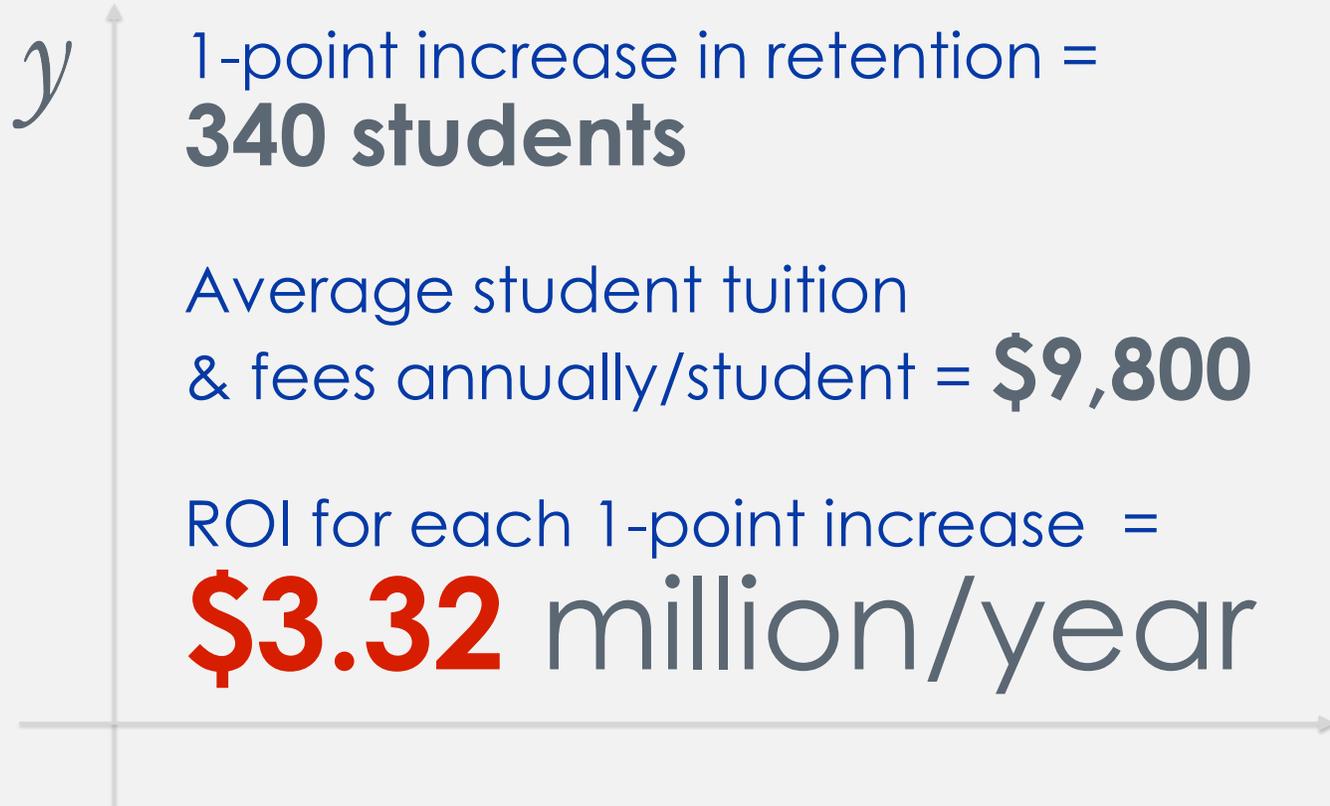
GRADUATING AND
Pursuing Further Education



The Cost of Inaction



The Calculus of Student Success: ROI



Undergraduate Degrees Awarded Annually



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

INCREASE:
3,536 (+84%)

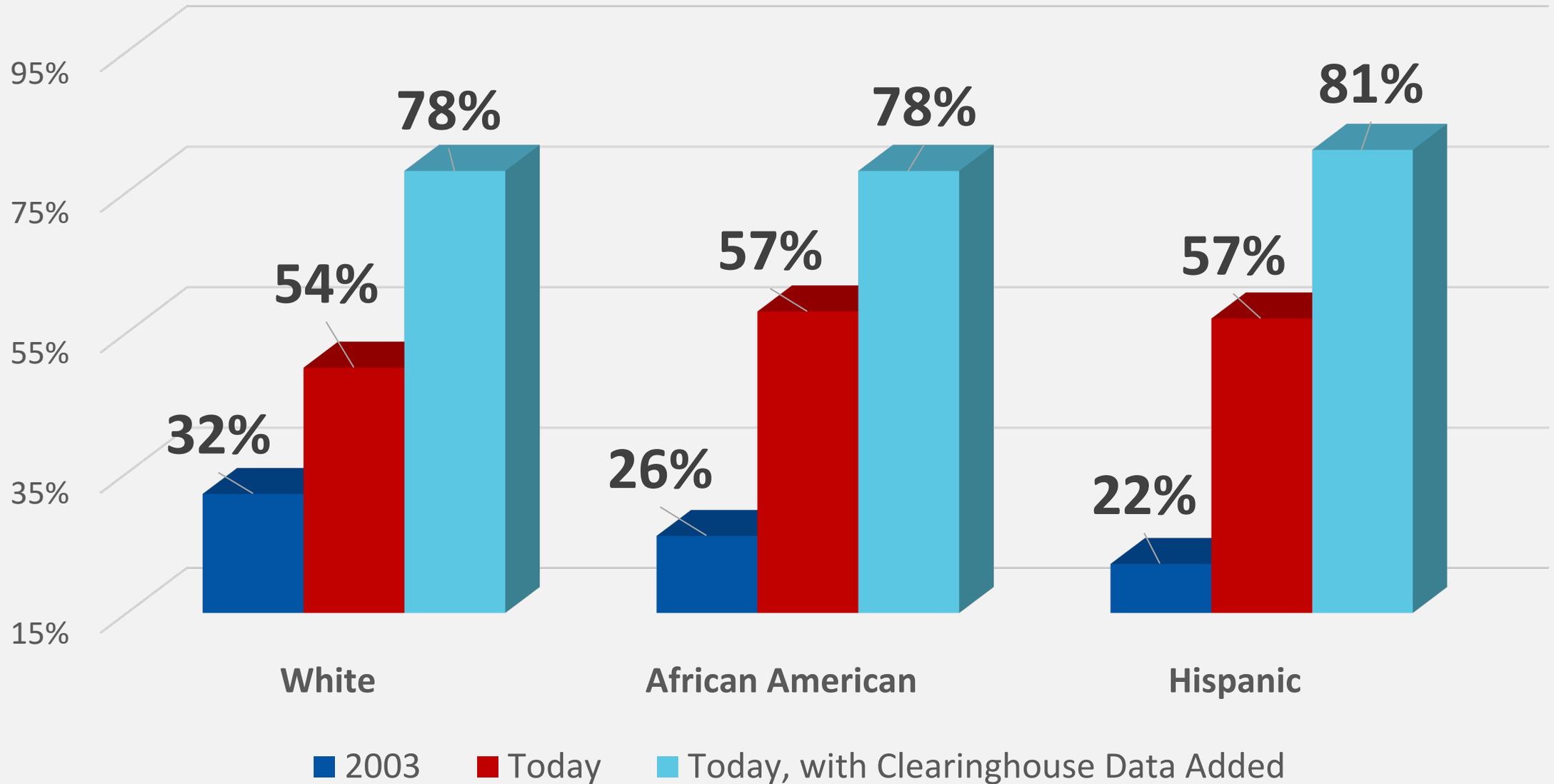
Bachelor's Degrees Awarded by Group



	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

A National Leader in Social Mobility



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

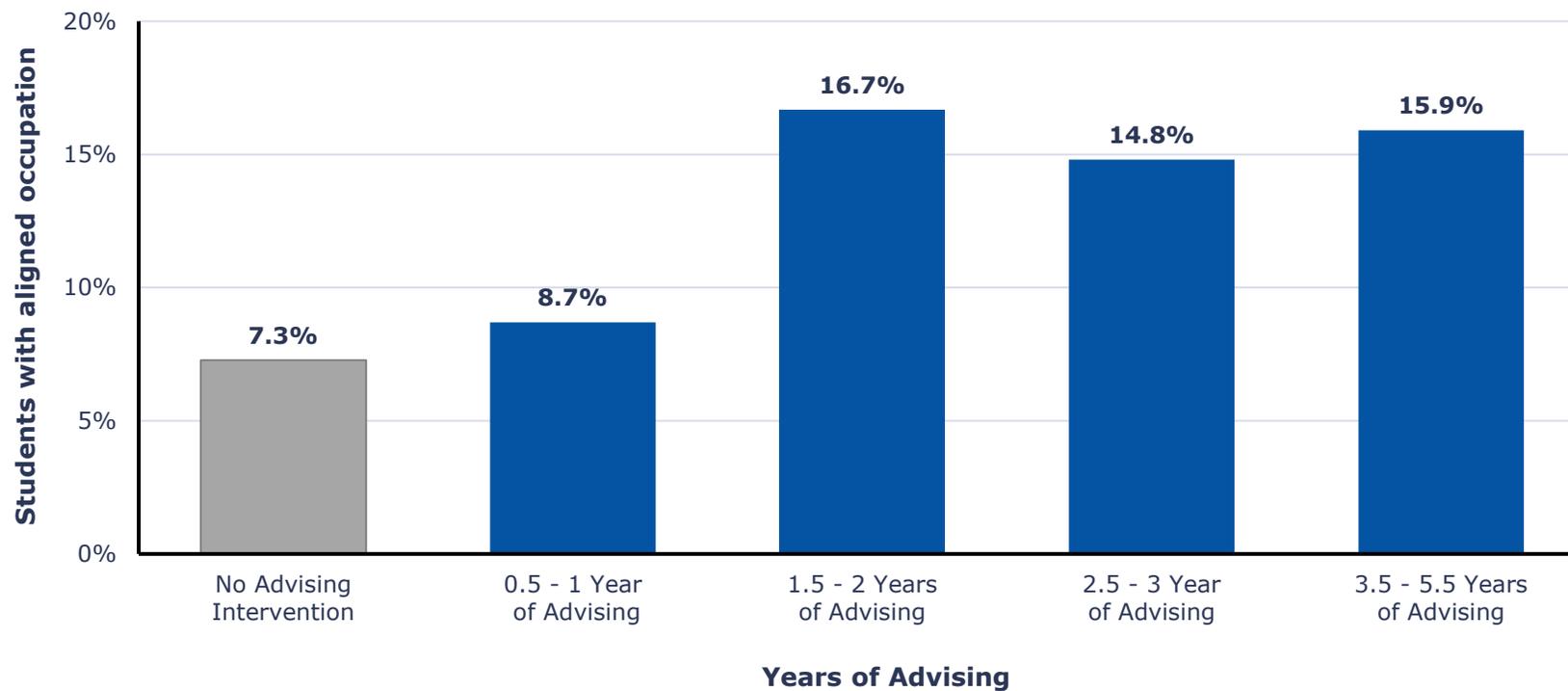
- Brookings Institution
- Harvard Opportunity Insights
- US News and World Report

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

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%).

Degree-Occupation Alignment

1 Year Post Enrollment by Years of Advising



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

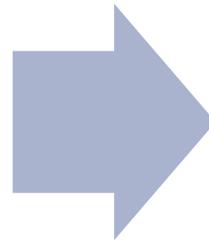
Students with four years of advising were more than twice as likely to hold management/executive positions 8 years after enrollment, with the impact demonstrating a clear advising “dose effect.”

Holds Management/Executive Position

8 Years After Enrollment

No Proactive
Advising:

13%



High-Dose Proactive
Advising:

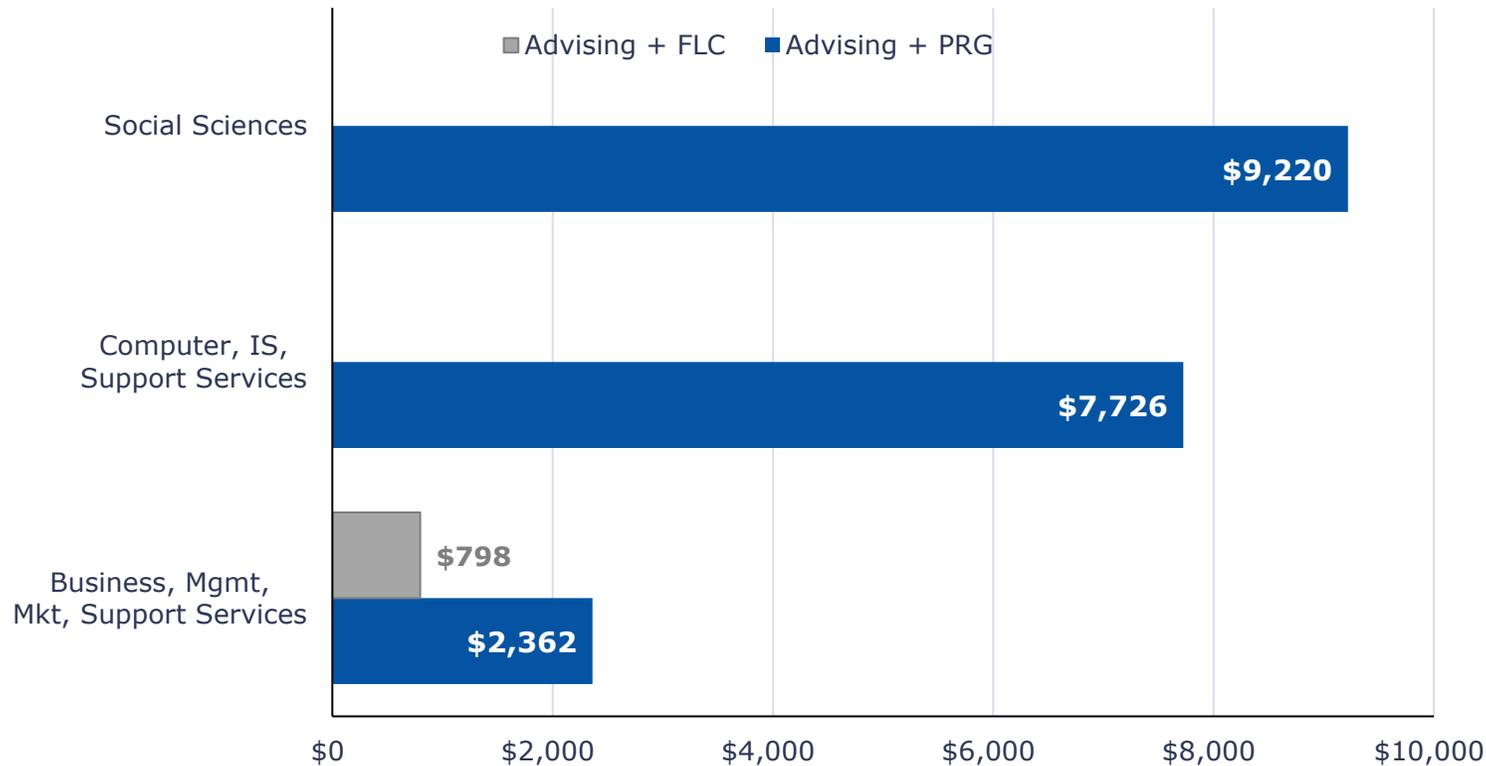
27%



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



N  **ISS**



NATIONAL
INSTITUTE
FOR **STUDENT**
SUCCESS

AT GEORGIA STATE UNIVERSITY



Fall enrollment by race/ethnicity



8

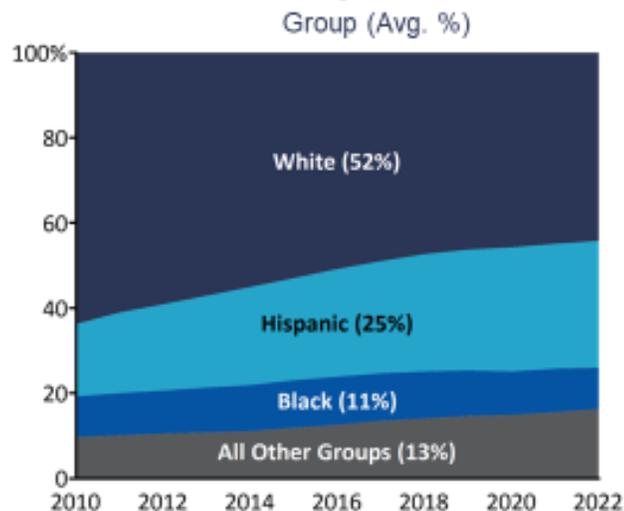
CURRENT SITUATION



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

Fall Undergraduate Enrollment

Enrollment and graduation rate trends by Pell status



13

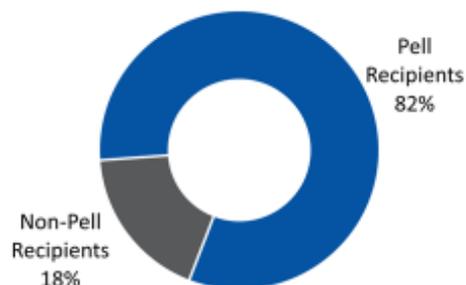
CURRENT SITUATION



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

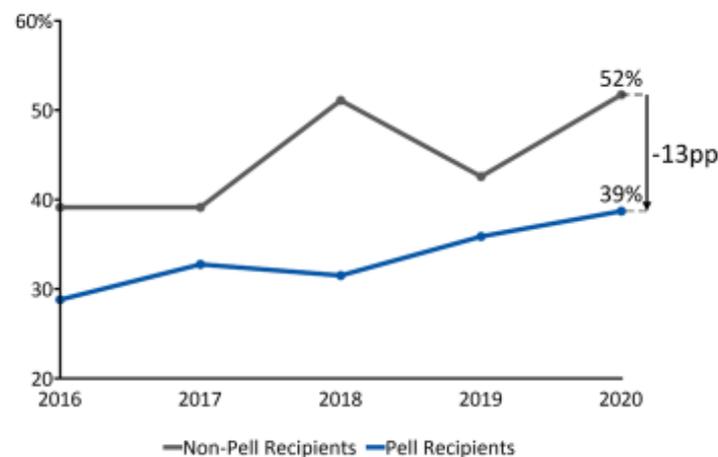
What we found

Pell and Non-Pell Recipient Enrollment, 2016-2020



Source: IPEDS

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

Customized Playbook



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 critical actions to take for progression, persistence, completion, and academic success
- Enhance student experience through personalized communications
- In conjunction with broader student success strategy, increase retention, progress completion rates for all students by leveraging communications to critical population help to address equity gaps

Required resources

- Costs:** Expenses related to implementation and scaling a future text messaging system and an AI enhanced chatbot; FTE resources coordinating student-facing communications
- Personnel:** Institutional Assessment Research, Office of Admissions, Director of University Communications, and Director of Students
- Systems:** Salesforce, EAB Navigate, AI enhanced chatbot, future text messaging system

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

IMPLEMENTATION STEPS

Actions

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 college communications in critical areas related to enrollment and success

Use data to target and personalize communications, including text messages, with focused content sent in a proactive manner

Key Steps

- 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 Registrar and Provost and include representation from the Office of the Dean of Students, University Communications, student support offices, and academic advisors. Given high Summer Melt rates, a priority area should be pre-enrollment communications. See: [Coordinating Student Communications | NISS Accelerator](#)
- Conduct design thinking exercises by having the SCC ask offices represented on the committee as well as some that may not be (e.g., All 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. Conduct focus groups with students to both determine how they receive and process these communications and develop an institutional strategy surveying students. Be sure to include messages to incoming new students at critical progression points and financial wellness message exercises. See: [Pre-enrollment Communications | NISS Accelerator](#)
- Use the results of the mapping process to have the SCC develop and propose a better designed system of coordinated communications that 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 communications clutter and institutional jargon. See: [Speaking the Language of Today's Student | NISS Accelerator](#)
- Commit to a process of standardizing the timing and content of the communications most critical to student enrollment and academic success. This process will be aided by limiting the offices that can send mass emails to students (for instance, blast messages to 200 students or 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 student data proactively to support coordinated, centralized student communications by delivering personalized emails and texts based upon their individual needs—such as navigating pre-enrollment steps—rather than blasting mass messages to large groups of students. Multiple offices reach out to individual students in an uncoordinated fashion. Such coordinated, data-informed communications will support advising financial aid staff, and others by reducing confusion and off-loading frequently asked questions. See: [Using Data to Target Messaging | NISS Accelerator](#)
- Expand the use of texting to all students with the help of an AI-enhanced chatbot to aid them in navigating pre-enrollment steps, register academic issues from matriculation through graduation. Impacts of this approach have been shown to disproportionately benefit students from underserved backgrounds. See: [Coordinating and Scaling Use of Chatbots | NISS Accelerator](#)
- Run all texting nudges and messages through a central chatbot team that can coordinate the number and cadence of text messages being sent to 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 CLIENTS

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FIRST-EVER
TRAILBLAZER AWARD IN
STUDENT SUCCESS

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PARTNER
INSTITUTIONS



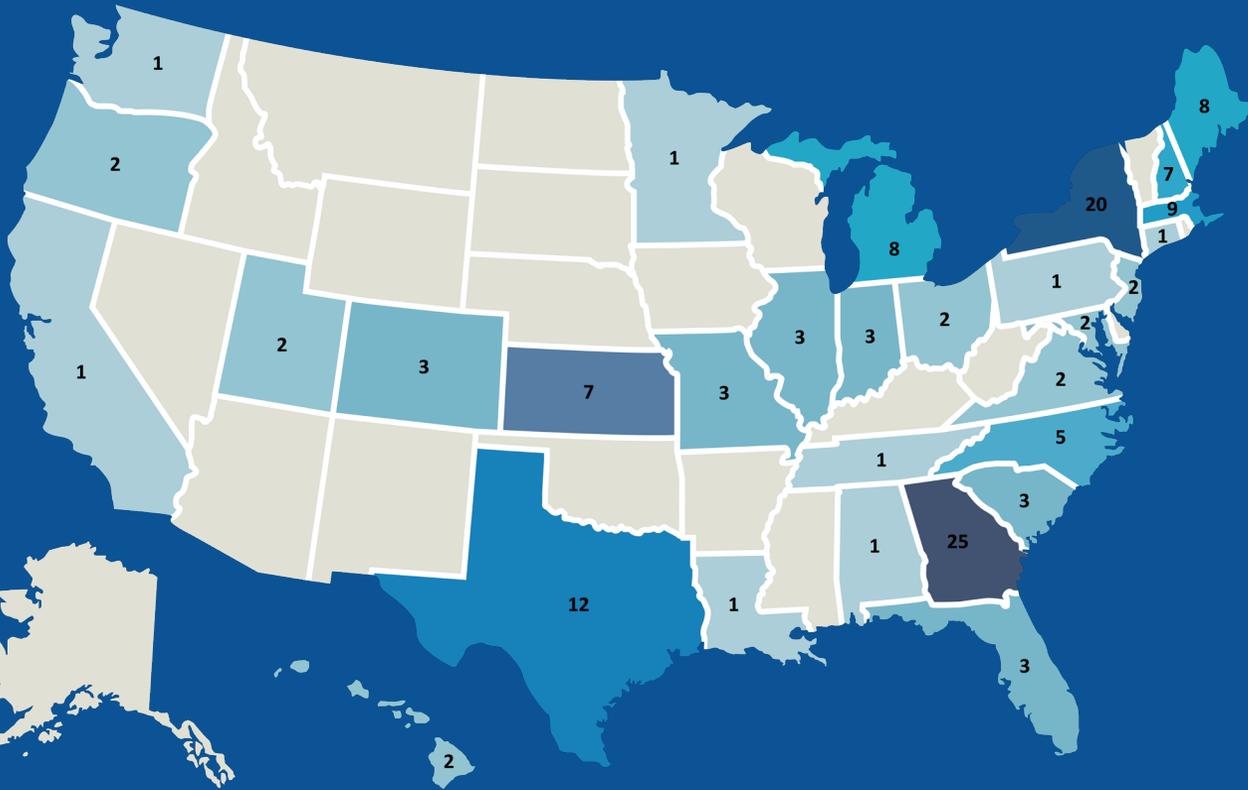
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STATES

1.8

MILLION
STUDENTS
IMPACTED

OUR REACH



Changes in Graduation Rate for Bachelor's Institutions



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

4-Year Graduation Rates

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

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

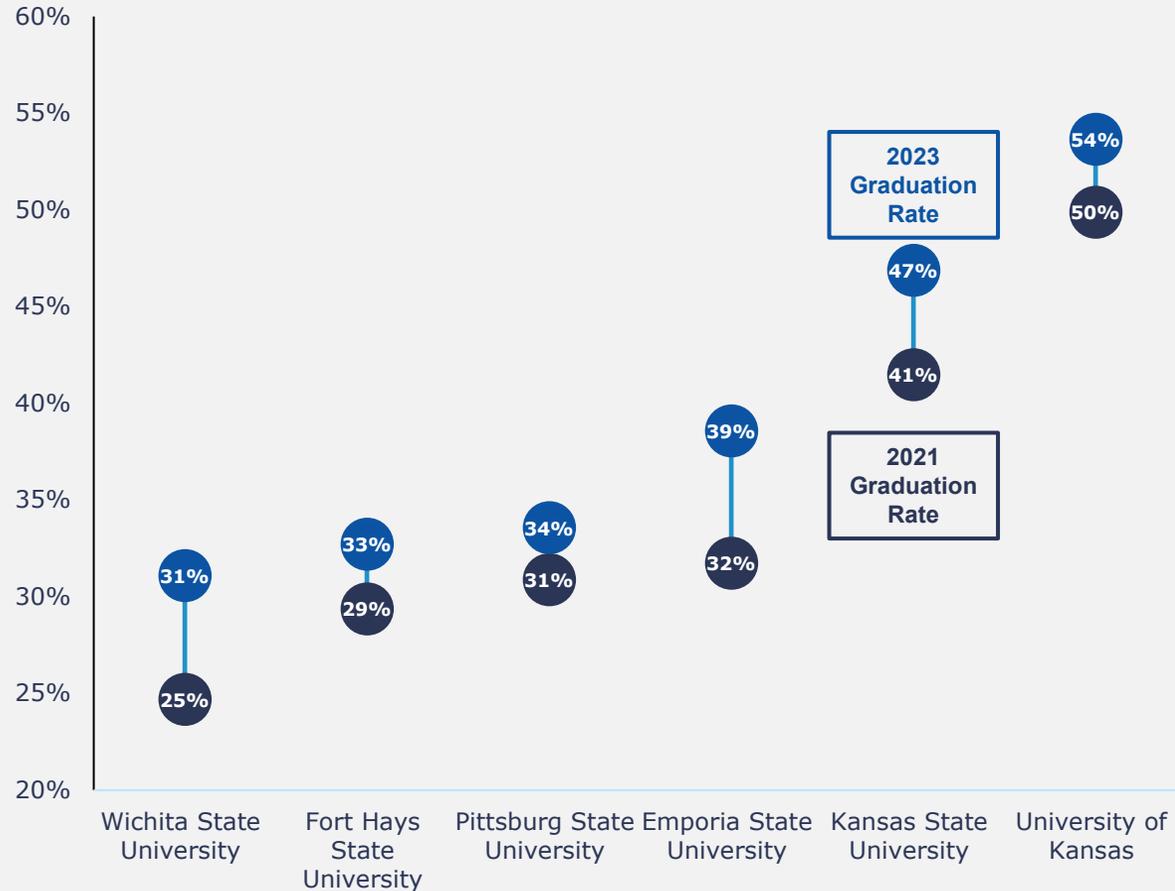


4-Year Graduation Rates: All Kansas 4-Year Public Universities



All six 4-year partners in Kansas have increased their graduation rates since launching work with the NISS in 2022, with gains averaging just under 5 percentage points.

4-Year Graduation Rates – 2021 to 2023



Percentage point increase in 4-year graduation rates – 2021 to 2023

+4.7 PP

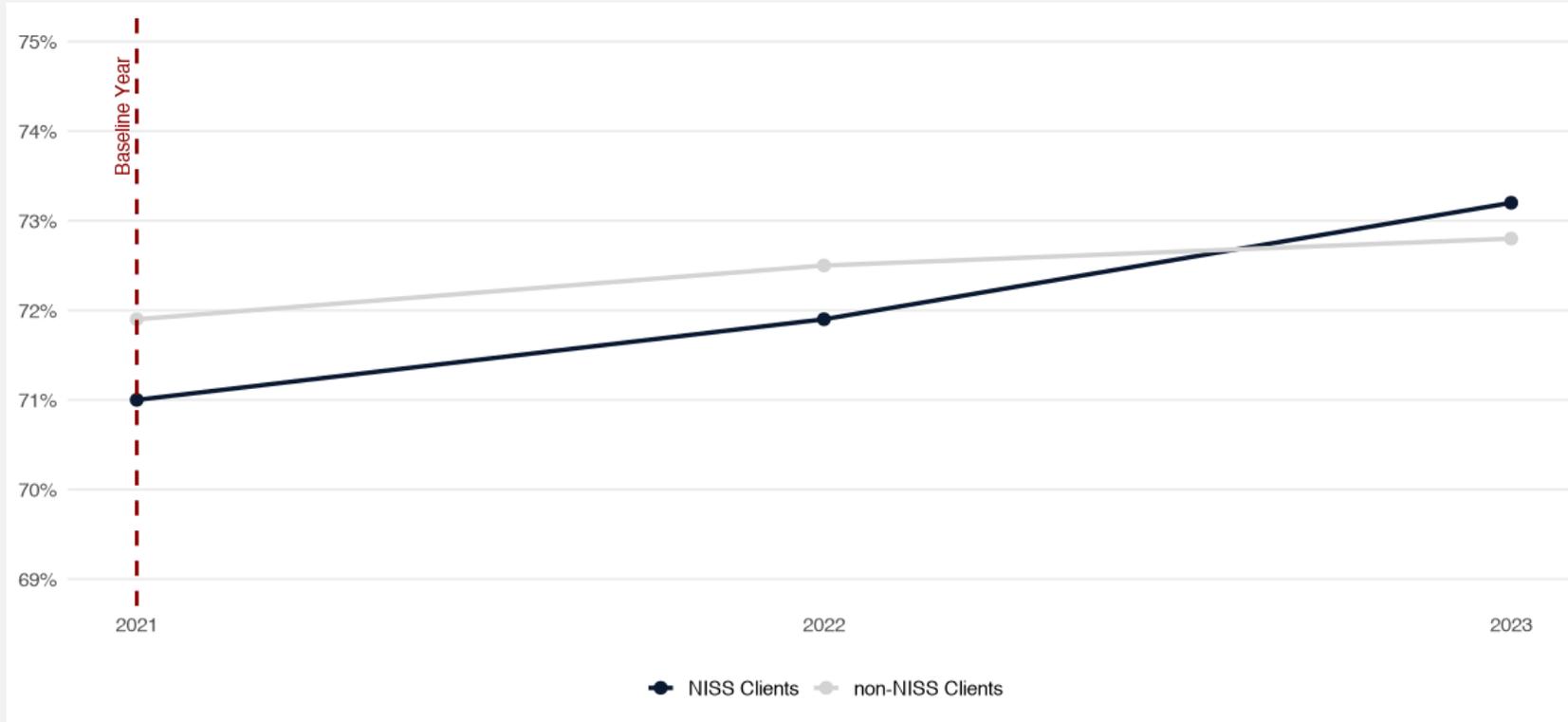
Kansas institutions saw graduation rates increase by 4.7 percentage points from 2021 to 2023



Retention Gains with National Benchmark: 4-year Institutions

Retention Rates

4yr Institutions, NISS 2021 Baseline Clients



2.7x

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

Institution Group	Institutions (n)	2021	2022	2023	Change Since 2021 (pp)
NISS Clients	19	71.0%	71.9%	73.2%	2.2pp
non-NISS Clients	2334	71.9%	72.5%	72.8%	0.8pp

USG partner outcomes: First-time freshman retention rates

Institution	2021 Fall Retention	2022 Fall Retention	2023 Fall Retention	2024 Fall Retention	Percentage Point (pp) Increase (2021 to 2024)
Albany State University	59.2%	61.9%	76.8%	76.9%	+17.7pp
Fort Valley State University	64.9%	65.5%	71.2%	75.3%	+10.4pp
Georgia Southern University	71.2%	71.4%	76.3%	76.9%	+5.7pp
Kennesaw State University	72.7%	73.3%	78.0%	75.8%	+3.1pp
Savannah State University	63.2%	64.6%	69.3%	71.6%	+8.4pp
University of West Georgia	67.4%	71.4%	75.3%	76.3%	+8.9pp
Valdosta State University	53.4%	58.3%	66.7%	71.1%	+17.7pp
NISS USG Partners*	64.6%	66.6%	73.4%	74.8%	+10.2pp
National Change**					+1.8%

+10.2pp
NISS USG partners

*Reflects average institutional retention rates

**As reported by the National Student Clearinghouse

Note: Student population includes full-time and part-time Bachelor's degree-seeking students. Retention rates are institution-specific rates and reflect the percentage of students who enrolled in the Fall following their first year or graduated at any point through the Summer following their first term. Atlanta Metropolitan State College, East Georgia State College, Georgia Highlands College, and South Georgia State College were excluded from the non-partner analysis due to small student counts.

Source: [USG by the Numbers Retention Rate Reports](#)

NISS 2022-23 USG Partners: Enrollment Increases

	Fall 2022	Fall 2024	Change	%
Georgia Southern	25,506	27,506	+2,000	+8.0%
Kennesaw State	43,268	47,845	+4,577	+10.6%
University of West Georgia	11,914	14,394	+2,480	+20.8%
Valdosta State	10,255	10,305	+80	+0.8%
Albany State	6,358	6,809	+451	+7.1%
Fort Valley State	2,609	2,905	+296	+11.3%
Savannah State	2,962	3,208	+246	+8.3%
University of North Georgia	18,046	19,298	+1,252	+6.9%

TOTAL

120,918

132,270

11,352

+9.4%

ADDED REVENUES (Tuition & Fees)

\$79M

NISS 2022-23 USG Partners: Enrollment Increases

	Fall 2022	Fall 2024	Change	%
Georgia Southern	25,506	27,506	+2,000	+8.0%
Kennesaw State	42,822	47,345	+4,523	+10.6%
University of West Georgia	15,480	18,960	+3,480	+20.8%
Valdosta State	10,000	10,800	+800	+0.8%
Albany State	10,511	11,262	+751	+7.1%
Fort Valley State	10,996	12,152	+1,156	+11.3%
Savannah State	10,446	11,302	+856	+8.3%
University of North Georgia	10,040	10,792	+752	+6.9%
TOTAL	120,918	132,270	11,352	+9.4%
ADDED REVENUES (Tuition & Fees)				\$79M

+11,352 *students*
+\$79M *annual revenues*



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