



# GPS Advising

*Did you know?*

Georgia State University has among the largest populations of at-risk students in the country.



Pell-Eligible

**56%**



Minority

**63%**

In 2012, academic advising at Georgia State University was in need of an overhaul:

- Six different advising offices
- Poor coordination
- No common record keeping
- No common training
- Student/Advisor ratio over 700:1

*Imagine...*

*If there was a way to identify students as soon as they go off path, and to get them back on track through personalized and timely attention at scale*

In 2013, Georgia State University (GSU) centralized its academic advising services by opening the University Advising Center, implementing a common record-keeping system, developing a common training program, and bringing its student/advisor ratio in line with the national standard of 300:1 by hiring 42 additional advisors. GSU partnered with EAB to develop a state-of-the-art predictive analytics system that alerts advisors when students go off path, and that provides advisors with relevant information about the courses and majors in which particular students are most likely to succeed.

GRADUATION

**12.5%**

Increase in graduation Rate since 2012

PROGRESSION

**6**

Decrease in the average number of credit hours at graduation since 2013

RETENTION

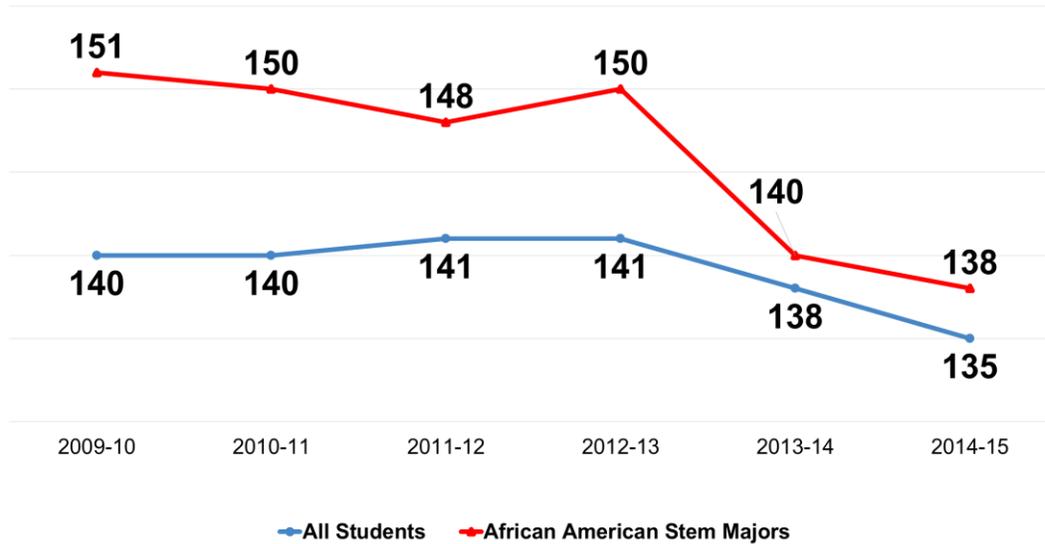
**5%**

Increase in Freshman fall-spring persistence since 2012

# GPS Advising: By the Numbers

Number of one-on-one interventions prompted by alerts from GPS advising over the past 12 months: **55,000+**

**Credit Hours at Completion**



## BACHELOR'S DEGREES AWARDED

	09-10	10-11	11-12	12-13	13-14	14-15	5-YR Change
<b>AFRICAN AMERICAN</b>	1,001	1,322	1,440	1,550	1,692	1,825	<b>82%</b>
<b>PELL</b>	1,298	1,648	1,835	2,007	2,052	2,501	<b>93%</b>
<b>HISPANIC</b>	196	300	328	372	414	435	<b>123%</b>



## ***GPS Advising: Implementation Steps***

- Summer 2011***      ***Study conducted with data on the impact of advising on student outcomes campus-wide. Large gaps in the quality, consistency and coordination of advising services were found, and it was determined that the bulk of advisors' time was going to students whose outcomes were no materially impacted by the interventions.***
- January 2012***      ***Contract secured with EAB; implementation begins in March.***
- April 2012***      ***President calls and leads campus-wide meeting with advising staff.***
- April-July 2012***      ***Advisors titles, job descriptions, and salary floors are revised with HR. New career progression is established with Advisor I, II and II positions plus Assistant and Associate Directors and Transition Advisors.***
- June-Oct 2012***      ***Series of public presentations explaining new advising model and ROI to Senate, deans, chairs, faculty, staff council and so forth.***
- August 2012***      ***Launch EAB for 30,000+ students***
- January 2013***      ***Semester-to-semester progression increases by 3.3 percentage points (and by 4.4 points one year later)***
- Fall-Spring 2014***      ***Hire 42 additional advisors and move to new centralized location***
- New University Advising Council and centralized training initiated***



## ***ROI: Starting the Campus Discussion***

- 1. Calculate the gains in students enrolled created by a 1 percentage-point increase in overall progression. (Georgia State University –Atlanta = 325 students)***
- 2. Determine the average student bill at you institution aggregated over a full year including tuition, fees and, when applicable, housing, board, and books. (Georgia State University = \$9,800)***
- 3. Arrive at the annual revenues generated by 1-point progression gain. (325 X \$9,800 = \$3.18 million)***
- 4. Multiply this number by the impact of the student-success intervention to determine additional revenues generated. (4.4 X \$3.18 million = \$13.9 million)***

**THE COST OF INACTION**

**The Calculus of Student Success: ROI**



**1 point increase in Retention = 325 Students**

**Avg. Student Tuition & Fees Annually = \$9,800**

**ROI for each 1-point increase = \$3.18 million/year**

33 33

GeorgiaStateUniversity

Of course, the resulting number only accounts for additional revenues generated and not for the cost of educating, housing and supporting the additional students. The net cost/revenue calculation will differ greatly from campus to campus. The reality, though, is that well executed student-success programs are not merely the right thing to do; they generate significant revenues for the institution and more than pay for themselves.