STUDENT ACHIEVEMENT:
An Overview of Student Debt, Completion Rates, and Student Success Strategies in SACSCOC Institutions

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Overview:
Selected Student Achievement Indicators

I. Student Debt
II. Student Completion
III. Student Success Strategies
Purpose: General Reference Context

Data Sources

- **College Scorecard dataset** (Spring 2018) (retrieved Summer 2018)
  - % of students receiving federal loans | median debt | repayment rate

- **Federal Student Aid (FSA) data** (Fall 2017) (retrieved Summer 2018)
  - loan default rate

- **Integrated Postsecondary Education Data System (IPEDS)**
  - overall graduation rate | outcome measure

- **National Student Clearinghouse (NSC) report for SACSCOC schools** (Fall 2016)
  - total completion rate

- **Survey of SACSCOC Member Institutions (2017)**
  - student success strategies
I. STUDENT DEBT INDICATORS

- % of Students Receiving Federal Loans
- Amount of Debt
- Repayment Rate
- Default Rate

Preliminary Data

1. Average Proportion of UG Students Receiving Federal Loans

<table>
<thead>
<tr>
<th>Category</th>
<th>Overall</th>
<th>Private</th>
<th>Public</th>
<th>2-Year</th>
<th>4-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>43%</td>
<td>64%</td>
<td>31%</td>
<td>18%</td>
<td>57%</td>
</tr>
</tbody>
</table>

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July 25, 2018 || Atlanta, GA
2. **Average Median Debt** (federal loans | completers)

<table>
<thead>
<tr>
<th>Category</th>
<th>Median Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>$18,829</td>
</tr>
<tr>
<td>Private</td>
<td>$25,478</td>
</tr>
<tr>
<td>Public</td>
<td>$14,596</td>
</tr>
<tr>
<td>2-Year</td>
<td>$9,195</td>
</tr>
<tr>
<td>4-Year</td>
<td>$23,052</td>
</tr>
</tbody>
</table>

3. **Average Repayment Rate** (completers)

<table>
<thead>
<tr>
<th>Category</th>
<th>Repayment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>60%</td>
</tr>
<tr>
<td>Private</td>
<td>64%</td>
</tr>
<tr>
<td>Public</td>
<td>58%</td>
</tr>
<tr>
<td>2-Year</td>
<td>53%</td>
</tr>
<tr>
<td>4-Year</td>
<td>64%</td>
</tr>
</tbody>
</table>
Student Debt: General Observations

• Significant variability by institutional segments
  • Students in private and 4-year schools borrow at higher rates and higher amounts
  • Borrowers in public and 2-year schools experience more challenges in managing/repaying the debt
• Integration of multiple indicators in the context of specific student populations
• Tracking debt
  • non-federal sources
  • non-completers
  • graduate students
II. Student Completion Indicators

1. “Traditional” IPEDS Graduation Rate
2. New IPEDS Outcomes Measure
3. National Student Clearinghouse (NSC) Completion Rate

Preliminary Data

Student Success Measures:
Completion Cohorts and Reporting Periods (max time)

- “Traditional” IPEDS Overall Graduation Rate || 3/6 years
  - First-Time
  - Full-Time

- New IPEDS Overall Outcomes Measure || 8 years
  - First-Time + Transfer-In
  - Full-Time + Part-Time

- NSC Total Completion Rate || 6 years
  - First-Time
  - Full-Time + Part-Time
  - Success of Transfer-Outs
2-Year Schools

Student Completion Rates:
2-Year Schools

- IPEDS Graduation Rate: 23%
- IPEDS Outcomes Measure: 26%
- Total NSC Completion Rate: 40%
Traditional IPEDS Overall Graduation Rate: 2-Year Institutions

- 23%

New IPEDS Outcomes Measure: 2-Year Institutions

- Received Award from the Reporting Institution, 26%
- Subsequently Enrolled at Another Institution, 26%
- Enrollment Status is Unknown, 46%
NSC Total Completion Rate: 2-Year Institutions

- Received Credential from the Reporting Institution: 29%
- Different 2-Year Institution: 3%
- Different 4-year Institution: 9%
- Not Enrolled: 46%
- Still Enrolled: 13%

4-Year Schools
Student Completion Rates: 4-Year Schools

- IPEDS Graduation Rate: 47%
- IPEDS Outcomes Measure: 53%
- Total NSC Completion Rate: 61%

Traditional IPEDS Overall Graduation Rate: 4-Year Institutions

- 47%
New IPEDS Outcomes Measure: 4-Year Institutions

- Still Enrolled at the Institution, 1%
- Received Award from the Reporting Institution, 53%
- Subsequently Enrolled at Another Institution, 20%
- Enrollment Status is Unknown, 25%

NSC Total Completion Rate: 4-Year Institutions

- Received Credential from the Reporting Institution, 46%
- Different 4-Year Institution, 11%
- Still Enrolled, 14%
- Not Enrolled, 26%
- Different 2-year Institution, 4%
Key Indicator? It Depends...

- PR/Political Frame

- Perspective/Unit of Analysis
  - Institution = IPEDS Grad Rate / Outcomes Measure
  - Student / System = NSC Overall Completion Rate

- Best Fit/Student Population
  - Full-time with few transfer in/out = IPEDS Grad Rate
  - Part-time/Transfer
    - Large % of part-time = IPEDS Outcomes Measure
    - Large % transfer-ins = IPEDS Outcomes Measure
    - Large % transfer-outs = NSC Overall Completion Rate

Student Completion Indicators: General Observations

- Significant room for improvement

- Variability across and within institutional segments

- Challenges in telling the student success story
  - Choosing from “imperfect” indicators
    - Enrollment intensity (FT/PT) and progression pathways (native/transfer) cohorts
  - Reference
    - Points = internal baseline/trends, peer performance, regression/DEA-based benchmarks…
    - Contexts = description and explanation
IV. STUDENT SUCCESS STRATEGIES

Preliminary Data

Student Completion Strategies (n=707)

5,344

15 categories
**Policies | Procedures**

- **Co-Requisite** requirement to ensure that students simultaneously complete the *learning support* course and the *gatekeeper* course in their majors.

- **Meta-Majors** or Areas of Interest to add curricular *structure* to student course taking and bring a *project management*-like approach to academic advising.

- **Block Tuition** plan that allows students to take up to 36 hours per year for a block price, provided they enroll as full-time students in the long semesters thus helping students *accrue more hours* each year and to shorten time to completion while *reducing costs*. 
Programs | Structures

- **One-Stop Center** to consolidate and *centralize student services* so that students will more easily find answers to their registration, financial aid, and bill payment questions.

- **Curricular Learning Communities** in which a cohort of students enroll in two or more intentionally *linked STEM courses* that create a *community* among the FY STEM students, and instigate *study groups* which would offer support through the gateway mathematics, science and engineering courses.

- **Summer Opportunities Fund** to provide stipends for *low-income* students to take low- or unpaid *internships* and research positions during the summer.

Technology

- **Financial Aid Literacy Labs** with staff to offer computers and software to help students search for internal and external scholarships and learn how to manage debt.

- **Flex Courses** that allow students to determine whether or not they attend their course *online* or *face to face* on a daily basis. This arrangement allows students whose schedules are in flux take advantage of the face-to-face option whenever they can or whenever they need to.

- **Early Warning System** to “flag” students who appear to be falling behind in their academic work or exhibiting behaviors that may lead to failure.
IR/Data Analytics

- **Advising Campaigns** to identify and reach students: (Grad Prep) - with 60+ hours make sure they’re on track to graduate; (Teach-Out) - *legacy students* to ensure they’re on track to graduate before their catalogs expire; and (Stop-Out) students who are in good standing and who are close to completing graduation requirements, but have *stopped out* for some reason.

- **Predictive Analytics** reports to explore *major changing patterns* and identify *success marker courses* or courses that are predictive of a student’s chances of graduating in their major.

Professional Development

- **Cross-Training** of professional advising staffs in the Office of *Student Success* and Student *Financial Aid* to ensure accessible and culturally sensitive financial aid advising for low-income students, from pre-matriculation to graduation.

- **New Faculty Academy** to offer mandatory sessions to all new faculty: *Who is an *** Student?*; “Nuts and Bolts” of Teaching at ***; Learning-Centered Methodology; Instructional Strategies; Empathy/Ethic of Care; and Faculty Roundtable.

- **Classroom Assessment Workshop** series to familiarize gen ed faculty with diagnostic testing and focused small-stake assignments to predict, identify, and address student success issues in gateway courses.
Student Success Strategies: General Observations

- Remarkable richness of student success strategies.
- Some variability in approaches appears to be present across institutional segments.
- Web of initiatives - most institutions appear to report strategies that fall in at least 5 categories.

General Reference Context
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