

# Summary of third party efficacy testing

## General hypothesis

The GetSet Suite will positively affect student resilience in terms of demonstrated impact on critical scholastic metrics, including first term persistence and GPA.

## Method

Each test was designed in concert with the institution. Control conditions were designed and approved by the school to best control for various potential biases to the extent of the school's ability to do so. All GetSet data was extracted from its own database. All school data was provided by the institution for comparison where applicable.

In the following results, each experiment's description is limited to the highest level of profile information about the school as a whole, as well as general implementation, apparatus, etc. At no time did the institution disclose information to GetSet which might breach student confidentiality. School data is limited to the information allowable by the institutions due to privacy and FERPA and to the extent GetSet was provided such institutional information by students through its platform.

## Results

Each test summary includes its own individual results. Due to the varied implementation models across institutions, and the inability to control for any common institutional methods as it relates to proprietary programming, such as coaching, counseling, integrated retention initiatives, etc., there is no appropriate manner in which to present an average or aggregate, or otherwise generally apply results for GetSet for any school.

### Institution A test 1:

#### Randomized controlled trial for persistence

#### **First term persistence improvement: 7.8%**

- School type:
  - Two- and four-year undergraduate and graduate degrees
  - Ground and online courses
  - Academic terms: 11 weeks
- Implementation:
  - Email invitation and promotional link in online orientation platform

- Available to a random sample of new students
- Test model: randomized controlled trial
- Outcome: first term persistence measured by completing the first term and officially starting the second term

## Summary of randomized controlled trial

An established East Coast university partnered with GetSet to set up a randomized controlled trial to compare the GetSet Student Community with a study skills intervention, which served as the control.

A random sample of new undergraduate and graduate students were eligible to participate in the trial. Before the start of their first term, students were invited to participate by email and by a promotion within the school’s existing online orientation program. Students who responded positively to the invitation and created an account on GetSet were randomly assigned by GetSet’s platform to either the GetSet treatment group or the control group. Students in the treatment group used the standard GetSet Student Community. Students in the control group participated in a study skills intervention administered by GetSet in which they were offered study skills tips from their peers.

After the trial, the school compared the number of students in each group who started their second term.

## Detailed GetSet advantage

Category	Treatment	Control	Total
Total starts	754	721	1475
Total persisted	592	525	1117
Total dropped	162	196	358
<b>Persistence rate</b>	<b>78.51%</b>	<b>72.82%</b>	<b>75.73%</b>

## Institution A test 2: Pilot trial for GPA

### GPA improvement:

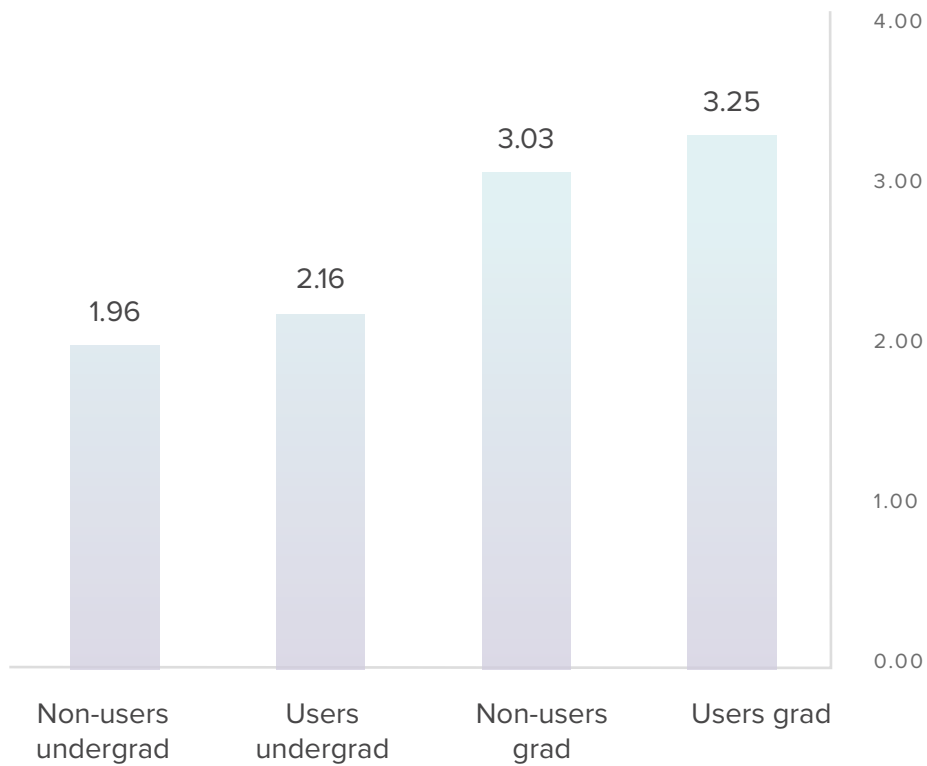
**UNDERGRAD: 10.2%**

**GRAD: 7.3%**

- School type:
  - Two- and four-year undergraduate and graduate degrees
  - Ground and online courses
  - Academic terms: 11 weeks
- Implementation:
  - Email invitation and promotional link in online orientation platform
  - Available to a random sample of new students
  - Participation optional
- Outcome: average GPA, comparing GetSet users to non-users, measured cumulatively after completing two academic terms
- Test summary:
  - A random sample of new undergraduate and graduate students were eligible to join the GetSet Student Community.
  - Before the start of their first term, students were invited to join GetSet by email and by a promotion within the school's existing online orientation program.
  - Joining GetSet was optional. 32% of eligible students joined GetSet.
  - After two academic terms, the cumulative GPA of GetSet users was compared to that of non-users.

## Detailed results as provided by institution:

- Undergrad GPA improvement: 10.2%
- Grad GPA improvement: 7.3%
- 11015 total students (approximate, based on 32% GetSet participation)
  - 3525 GetSet users
    - 2721 undergraduate students
    - 804 graduate students
  - 7490 non users (approximate, based on 32% GetSet participation)



## Financial implications for institution A with full implementation of GetSet

Factors in model:

- Size of institution
- Current retention rate
- Current tuition dollars
- Current rate of discounted tuition dollars
- Implementation model selected
- Price of GetSet



### RETAINED TUITION

+ \$16.9 million dollars in additional annual tuition revenue generated due to retention gains from GetSet at full implementation



### RETURN ON INVESTMENT

32x ROI on investment into GetSet



### INSTITUTIONAL STAFF INVESTMENT

< 0.5 FTE required to deploy and run GetSet implementation

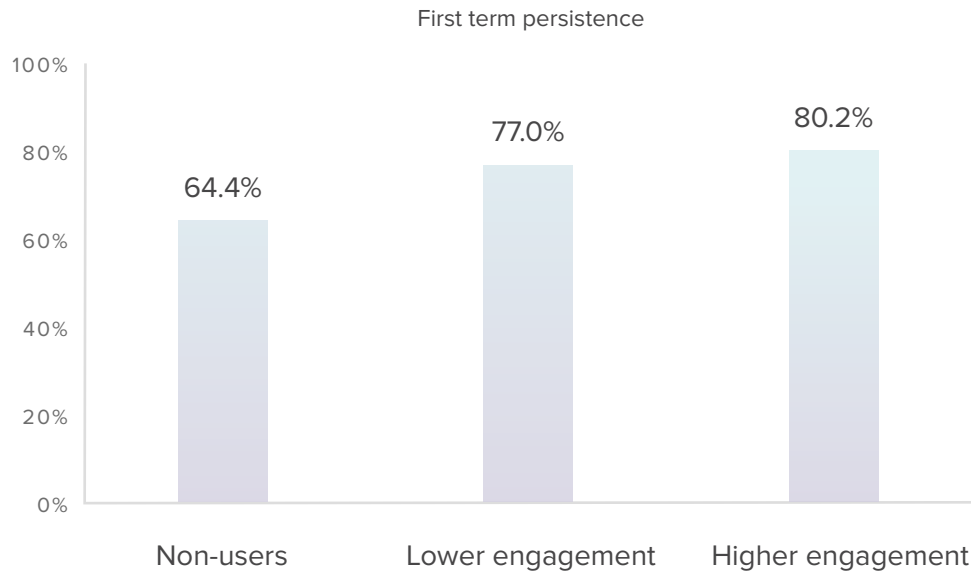
## Institution B: Pilot for effect of higher engagement on persistence

### Students who spend more time on GetSet are more likely to persist.

- First term persistence by level of engagement with GetSet
  - Higher engagement: 80.2%
  - Lower engagement: 77.0%
  - Non-users: 64.4%
- School type:
  - One-year diploma and certificate career programs
  - Ground courses only
  - Academic terms: 6 weeks
- Implementation:
  - Students complete GetSet's Orientation in computer lab during optional on-site orientation
  - GetSet's Orientation is an initial onboarding experience that shows students how to use the GetSet Student Community and includes several metacognitive skill development and growth mindset exercises. Completing GetSet's Orientation takes 8-15 minutes in standard settings
  - After Orientation, students optionally continued to use the GetSet Student Community
  - Available to all new students at eligible campuses
- Outcome: first term persistence measured by completing the first term and officially starting the second term
- Test summary:
  - GetSet users were divided into groups based on level of engagement with GetSet
    - Higher engagement: spent more than 12 minutes of time on task on GetSet.
    - Lower engagement: spent 12 minutes or less of time on task on GetSet.
    - Non-users: did not use GetSet.
    - Time on task threshold of 12 minutes based on the average amount of time students spent on GetSet during the on-site orientation session.

## Detailed results as provided by institution:

- 1567 total students
  - Higher engagement: 288 students
  - Lower engagement: 500 students
  - Non-users: 779 students
- More engaged students persist at a 4.17% higher rate than less engaged students.
- Lower engagement students persist at a 19.49% higher rate than non-users.



## Financial implications for Institution B with full implementation of GetSet

Factors in model:

- Size of institution
- Current retention rate
- Current tuition dollars
- Current rate of discounted tuition dollars
- Implementation model selected
- Price of GetSet



### RETAINED TUITION

+ \$2.8 million dollars in additional annual tuition revenue generated due to retention gains from GetSet at full implementation



### RETURN ON INVESTMENT

14.5x ROI on investment into GetSet



### INSTITUTIONAL STAFF INVESTMENT

< 0.3 FTE required to deploy and run GetSet implementation



## Institution C: Controlled trial for persistence

### First term persistence improvement: 4.8%

- School type:
  - Two- and four-year undergraduate and graduate degrees
  - Ground and online courses
  - Academic terms: 8 weeks
- Implementation:
  - Promoted GetSet in online orientation webinar and email invitation
  - Available to a subset of online students who attended online orientation
  - Participation optional
- Outcome: first term persistence measured by completing the first term and officially starting the second term
- Test summary:
  - Compared GetSet users to a comparison group of students who were ineligible for GetSet. The control group was selected to have similar characteristics, such as the same average first year success prediction, as GetSet users
- Results:
  - Persistence improvement: 4.83%

Group	Students	First term persistence
GetSet users	365	79.46%
Control group	397	75.80%

## Financial implications for Institution C with full implementation of GetSet

Factors in model:

- Size of institution
- Current retention rate
- Current tuition dollars
- Current rate of discounted tuition dollars
- Implementation model selected
- Price of GetSet



### RETAINED TUITION

+ \$22.8 million dollars\* in additional annual tuition revenue generated due to retention gains from GetSet at full implementation



### RETURN ON INVESTMENT

55x ROI on investment into GetSet



### INSTITUTIONAL STAFF INVESTMENT

1.2 FTE required to deploy and run GetSet implementation

\* AT FULL SCALE. SCHOOL CONDUCTED TRIAL WITH A SUBSET OF NEW STUDENTS, AND MADE GETSET AVAILABLE TO ALL STUDENTS AFTER THE TRIAL.

## Conclusions:

### **GetSet consistently contributes to a substantial lift in student persistence and GPA.**

On various campuses, across diverse student populations, results show that GetSet's Student Community is a direct contributor to increases in relevant metrics related to persistence and tenacity. Additionally, schools continue to report that over time, the average lift is sustainable.

### **Schools which have longer standing GetSet communities grow impact more effectively.**

This appears largely attributable to two aspects: first, the increasing familiarity of the institutional team on how to use and direct students to their GetSet community; and second, the size of the student network and repository of their stories, which, as they grow, broaden and deepen the topics covered and naturally generate larger and larger networks between student sub populations.

### **Integration models may increase the GetSet effect in certain school settings.**

In schools who have first year courses or single sign on to student portals, student engagement with GetSet increases, and there is evidence to suggest results may grow more in those settings.

### **Implementation is important.**

GetSet launches are best when schools choose an implementation model that best mirrors the patterns of other campus initiative roll outs. This more quickly drives adoption and familiarity of a student body with GetSet because of students' knowledge of institutional habits in general.

### **GetSet performs.**

Across all types of schools, programs, campuses, and student populations profiles, GetSet consistently contributes to a substantial lift in student persistence and GPA. This is the power we call **The GetSet Advantage.**