

**CONTRACT #9**

**RFS # NA**

**FA # NA**

**Edison # NA**

**Tennessee Board of Regents**

**VENDOR:**

**Inside Track, Inc.**



## TENNESSEE BOARD OF REGENTS

*Office of Business & Finance | Division of Purchasing & Contracts*

1415 Murfreesboro Road, Suite 346 | Nashville, TN 37217-2833 | Phone 615.366.4436 | Fax 615.366.2243 | [www.tbr.edu](http://www.tbr.edu)

July 31, 2013

Ms. Leni S. Chick  
Fiscal Analyst  
Rachel Jackson Building, 8<sup>th</sup> Floor  
Nashville, TN 37243

Dear Ms. Chick:

Enclosed please find an Enrolled Students Coaching Services Agreement from INSIDETRACK, INC. These coaching services are for incoming students to develop positive learning methods and habits, with the goal of increasing student retention and graduation rates. Please note that this Agreement is for the following institutions: Austin Peay State University, Nashville State Community College and Northeast State Community College. Also note that for the two (2) community colleges participating, they will be recipients of grant funds to assist in offsetting the cost of the first semester coaching services

Per Fiscal Review's request to see non-competitive agreements/amendments, this contract must be approved by the Committee. Please contact me regarding the date this will go before the Fiscal Review Committee and I will inform the representatives to insure they are present for the meeting in which the contract will be discussed. If you have any questions, please do not hesitate to contact me at 366-4436.

Information regarding the contract may be sent to my attention at the Tennessee Board of Regents, 1415 Murfreesboro Road, Suite 346, Nashville, Tennessee 37217.

Sincerely,

Angela Gregory Flynn  
Director of Purchasing and Contracts

cc: Dale Sims, Business and Finance

Supplemental Documentation Required for  
Fiscal Review Committee

*Contact Name:	Lou Svendsen		*Contact Phone:	(615) 366-3909	
*Contract Number:			*RFS Number:		
*Original Contract Begin Date:	08/26/13		*Current End Date:	08/25/15	
Current Request Amendment Number: <i>(if applicable)</i>			N/A		
Proposed Amendment Effective Date: <i>(if applicable)</i>			N/A		
*Department Submitting:			Tennessee Board of Regents		
*Division:					
*Date Submitted:			7/31/13		
*Submitted Within Sixty (60) days:			No		
<i>If not, explain:</i>			Waiting for contract finalization and grant confirmation		
*Contract Vendor Name:			Inside Track, Inc.		
*Current Maximum Liability:			\$2,188,500.00		
*Current Contract Allocation by Fiscal Year: <i>(as Shown on Most Current Fully Executed Contract Summary Sheet)</i>					
FY: 13/14	FY: 14/15	FY: 15/16	FY: 16/17	FY: 17/18	FY
\$1,131,500	\$1,057,000				\$
*Current Total Expenditures by Fiscal Year of Contract: <i>(attach backup documentation from STARS or FDAS report)</i>					
FY:	FY:	FY:	FY:	FY:	FY
				\$	\$
IF Contract Allocation has been greater than Contract Expenditures, please give the reasons and explain where surplus funds were spent:					
IF surplus funds have been carried forward, please give the reasons and provide the authority for the carry forward provision:					
IF Contract Expenditures exceeded Contract Allocation, please give the reasons and explain how funding was acquired to pay the overage:					
*Contract Funding Source/Amount:	State:	X	Federal:		
Interdepartmental:			Other:	\$300,00 from Lumina	

Supplemental Documentation Required for  
Fiscal Review Committee

		Foundation Grant
If "other" please define:		
Dates of All Previous Amendments or Revisions: <i>(if applicable)</i>	Brief Description of Actions in Previous Amendments or Revisions: <i>(if applicable)</i>	
Method of Original Award: <i>(if applicable)</i>	State Contract	
<p>Include a detailed breakdown of the actual expenditures anticipated in each year of the contract. Include specific line items, source of funding, and disposition of any excess fund. <i>(if applicable)</i></p>	<p>Austin Peay:</p> <p>\$ 30,000 Implementation Fee \$487,500 Service Charge for FY 2014 \$455,000 Service Charge for FY 2015</p> <p>Nashville State Community College:</p> <p>\$ 6,000 Implementation Fee \$ 2,500 Travel Fee FY 2014 \$149,250 Coaching Fee 2014 1<sup>st</sup> Sem. \$149,250 Coaching Fee 2014 2<sup>nd</sup> Sem. \$ 2,500 Travel Fee FY 2015 \$149,250 Coaching Fee 2015 1<sup>st</sup> Sem. \$149,250 Coaching Fee 2015 2<sup>nd</sup> Sem.</p> <p>Nashville State will receive a one-time grant of \$150,000 to offset the FY 2014 Costs</p> <p>Northeast State Community College:</p> <p>\$ 6,000 Implementation Fee \$ 2,500 Travel Fee FY 2014 \$149,250 Coaching Fee 2014 1st Sem. \$149,250 Coaching Fee 2014 2nd Sem. \$ 2,500 Travel Fee FY 2015 \$149,250 Coaching Fee 2015 1st Sem. \$149,250 Coaching Fee 2015 2nd Sem.</p> <p>Northeast State will receive a one-time grant of \$150,000 to offset the FY 2014 Costs</p>	
<p>Include a detailed breakdown, in dollars, of any savings that the department anticipates will result from this contract. Include, at a minimum, reduction in</p>	<p>See attached spread sheets for details on additional revenues that are anticipated by each of the schools as a result of the retention and graduation on additional students that are projected to occur</p>	

Supplemental Documentation Required for  
Fiscal Review Committee

positions, reduction in equipment costs, reduction in travel. <i>(if applicable)</i>	because of the coaching services provided.
Include a detailed analysis, in dollars, of the cost of obtaining this service through the proposed contract as compared to other options. <i>(if applicable)</i>	

Austin Peay - 2 Year Option

Model Results Summary

Investment	
Fall 2013	\$ 487,500
Implementation Fee	\$ 30,000
2013 Total	\$ 517,500
Fall 2014	\$ 455,000
2014 Total	\$ 455,000
<b>Total Investment</b>	<b>\$ 972,500</b>
Add'l Retained Tuition (Revenue)	\$ 3,036,390
Payback	3.1x

Cohort Summary

Start	Students	Cohort
8/24/2013	650	Fall 2013
8/24/2014	650	Fall 2014

Assumptions

1 Term Gap	2%
1 Yr Gap	5%
Persistence	97%
Terms to Graduate	8
Average Tuition/Sem	\$ 4,631
Annual Tuition Increase	3%
<b>Cost per Student</b>	
Fall 2013	\$ 750
Fall 2014	\$ 700

Retention Assumptions:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8	Term 9	Term 10	Term 11	Term 12
Control Group	100.0%	85.9%	68.0%	62.8%	54.3%	51.2%	47.1%	43.4%	27.0%	20.0%	12.6%	10.1%
Coached Group	100.0%	87.9%	73.0%	67.6%	59.0%	55.8%	51.5%	47.7%	31.2%	24.1%	16.5%	13.9%

Results

	Aug2013	Jan2014	Aug2014	Jan2015	Aug2015	Jan2016	Aug2016	Jan2017	Aug2017	Jan2018	Aug2018	Jan2019	Aug2019	Jan2020
Additional Students		13	33	45	63	61	59	58	56	54	53	51	25	25
Additional Revenue	\$ -	\$ 60,203	\$ 155,023	\$ 212,381	\$ 309,910	\$ 300,613	\$ 300,342	\$ 291,332	\$ 291,070	\$ 282,338	\$ 282,084	\$ 273,621	\$ 140,850	\$ 136,624
Cumulative Addl. Revenue	\$ -	\$ 60,203	\$ 215,226	\$ 427,607	\$ 737,517	\$ 1,038,130	\$ 1,338,472	\$ 1,629,804	\$ 1,920,874	\$ 2,203,212	\$ 2,485,295	\$ 2,758,916	\$ 2,899,766	\$ 3,036,390
Investment	\$ 517,500		\$ 455,000											
Cumulative Investment	\$ 517,500	\$ 517,500	\$ 972,500	\$ 972,500	\$ 972,500	\$ 972,500	\$ 972,500	\$ 972,500	\$ 972,500	\$ 972,500	\$ 972,500	\$ 972,500	\$ 972,500	\$ 972,500
Cash flow	\$ (517,500)	\$ 60,203	\$ (299,977)	\$ 212,381	\$ 309,910	\$ 300,613	\$ 300,342	\$ 291,332	\$ 291,070	\$ 282,338	\$ 282,084	\$ 273,621	\$ 140,850	\$ 136,624
Cumulative Cash flow	\$ (517,500)	\$ (457,297)	\$ (757,274)	\$ (544,893)	\$ (234,983)	\$ 65,630	\$ 365,972	\$ 657,304	\$ 948,374	\$ 1,230,712	\$ 1,512,795	\$ 1,786,416	\$ 1,927,266	\$ 2,063,890
Payback	0.0x	0.1x	0.2x	0.4x	0.8x	1.1x	1.4x	1.7x	2.0x	2.3x	2.6x	2.8x	3.0x	3.1x

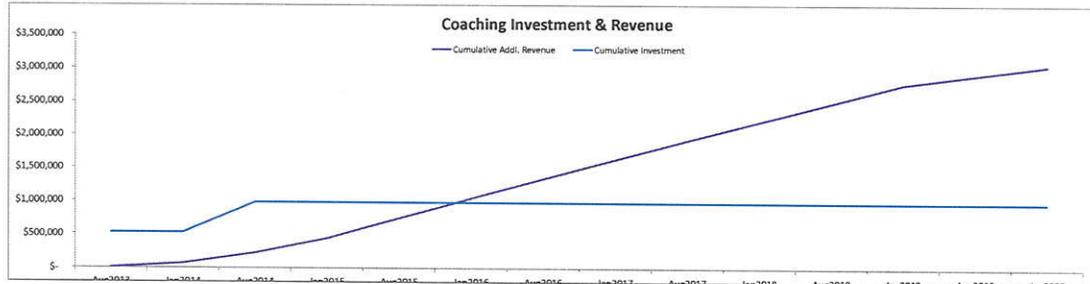
Detail

Control Students	Aug2013	Jan2014	Aug2014	Jan2015	Aug2015	Jan2016	Aug2016	Jan2017	Aug2017	Jan2018	Aug2018	Jan2019	Aug2019	Jan2020
Fall 2013	650	558	442	408	353	333	306	282	176	130	82	65		
Fall 2014			650	558	442	408	353	333	306	282	176	130	82	65
<b>Total</b>	<b>650</b>	<b>558</b>	<b>1,092</b>	<b>966</b>	<b>795</b>	<b>741</b>	<b>659</b>	<b>615</b>	<b>481</b>	<b>412</b>	<b>257</b>	<b>196</b>	<b>82</b>	<b>65</b>

ITK Students	Aug2013	Jan2014	Aug2014	Jan2015	Aug2015	Jan2016	Aug2016	Jan2017	Aug2017	Jan2018	Aug2018	Jan2019	Aug2019	Jan2020
Fall 2013	650	571	475	439	384	362	335	310	203	156	107	90		
Fall 2014			650	571	475	439	384	362	335	310	203	156	107	90
<b>Total ITK Students</b>	<b>650</b>	<b>571</b>	<b>1,125</b>	<b>1,010</b>	<b>858</b>	<b>802</b>	<b>718</b>	<b>672</b>	<b>537</b>	<b>466</b>	<b>310</b>	<b>247</b>	<b>107</b>	<b>90</b>

Add'l Students	Aug2013	Jan2014	Aug2014	Jan2015	Aug2015	Jan2016	Aug2016	Jan2017	Aug2017	Jan2018	Aug2018	Jan2019	Aug2019	Jan2020
Fall 2013	-	13	33	32	31	30	29	28	27	26	25	25	-	-
Fall 2014			13	33	33	32	31	30	29	28	27	26	25	25
<b>Total Add'l Students</b>	<b>-</b>	<b>13</b>	<b>33</b>	<b>45</b>	<b>63</b>	<b>61</b>	<b>59</b>	<b>58</b>	<b>56</b>	<b>54</b>	<b>53</b>	<b>51</b>	<b>25</b>	<b>25</b>

Add'l Revenue	Aug2013	Jan2014	Aug2014	Jan2015	Aug2015	Jan2016	Aug2016	Jan2017	Aug2017	Jan2018	Aug2018	Jan2019	Aug2019	Jan2020
Fall 2013	\$ -	\$ 60,203	\$ 155,023	\$ 150,372	\$ 150,237	\$ 145,730	\$ 145,598	\$ 141,230	\$ 141,103	\$ 136,870	\$ 136,747	\$ 132,645	\$ -	\$ -
Fall 2014	\$ -	\$ -	\$ -	\$ 62,009	\$ 159,673	\$ 154,883	\$ 154,744	\$ 150,101	\$ 149,966	\$ 145,467	\$ 145,336	\$ 140,976	\$ 140,850	\$ 136,624
<b>Total Add'l Revenue</b>	<b>\$ -</b>	<b>\$ 60,203</b>	<b>\$ 155,023</b>	<b>\$ 212,381</b>	<b>\$ 309,910</b>	<b>\$ 300,613</b>	<b>\$ 300,342</b>	<b>\$ 291,332</b>	<b>\$ 291,070</b>	<b>\$ 282,338</b>	<b>\$ 282,084</b>	<b>\$ 273,621</b>	<b>\$ 140,850</b>	<b>\$ 136,624</b>



Model Results Summary

<b>Investment</b>	
Fall 2013	\$ 107,460
Spring 2014	\$ 107,460
Summer 2014	\$ 83,580
Travel	\$ 2,500
Implementation Fee	\$ 6,000
<b>Total Investment</b>	<b>\$ 307,000</b>
Lumina Share	\$ (157,000)
NSCC Share	\$ 150,000
<b>Add'l Retained Tuition (Revenue)</b>	<b>\$ 124,979</b>
<b>Add'l State Appropriations</b>	<b>\$ 219,485</b>
<b>Total Add'l Revenue</b>	<b>\$ 344,464</b>
<b>Payback</b>	<b>2.3x</b>
Payback	1.7x
Payback	2.9x

Cohort Summary

Session	Start	Students	Cohort
1	8/26/2013	180	Fall 2013
2	1/20/2014	180	Spring 2014
3	5/19/2014	140	Summer 2014
		500	

Assumptions

Expected 1 Term Gap	4%
Low 1 Term Gap	3%
High 1 Term Gap	5%
Persistence	97%
Credits to Graduate	60
Credits per Class	3
Classes per Year	4
Credits/Year	12
Terms/Year	3
Credits/Term	4
Cost Per Credit	\$ 135
Terms to Graduate	15
Cost per Term	\$ 540
State Appropriations/Term	\$ 948
<b>Cost per Student</b>	<b>\$ 597</b>

Retention Assumptions:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8	Term 9	Term 10	Term 11	Term 12	Term 13	Term 14	Term 15
Control Group	100.0%	79.3%	69.0%	58.6%	50.2%	41.8%	33.3%	28.6%	24.0%	19.3%	16.4%	13.6%	10.7%	9.7%	8.6%
Coached Group	100.0%	83.3%	72.9%	62.4%	53.8%	45.3%	36.8%	32.0%	27.2%	22.4%	19.5%	16.5%	13.6%	12.4%	11.3%

Results

	Aug 2013	Jan 2014	May 2014	Aug 2014	Jan 2015	May 2015	Aug 2015	Jan 2016	May 2016	Aug 2016	Jan 2017	May 2017	Aug 2017	Jan 2018	May 2018	Aug 2018	Jan 2019
Additional Students	-	7	14	19	19	18	18	17	17	16	16	15	15	14	14	9	4
Additional Tuition Revenue	\$ -	\$ 3,888	\$ 7,659	\$ 10,454	\$ 10,140	\$ 9,836	\$ 9,541	\$ 9,254	\$ 8,977	\$ 8,708	\$ 8,446	\$ 8,193	\$ 7,947	\$ 7,709	\$ 7,477	\$ 4,715	\$ 2,035
Additional State Appropriations	\$ -	\$ 6,828	\$ 13,451	\$ 18,358	\$ 17,808	\$ 17,273	\$ 16,755	\$ 16,252	\$ 15,765	\$ 15,292	\$ 14,833	\$ 14,388	\$ 13,957	\$ 13,538	\$ 13,132	\$ 8,280	\$ 3,574
Cumulative Addl. Revenue	\$ -	\$ 10,716	\$ 31,827	\$ 60,638	\$ 88,586	\$ 115,695	\$ 141,991	\$ 167,498	\$ 192,239	\$ 216,239	\$ 239,518	\$ 262,100	\$ 284,003	\$ 305,250	\$ 325,859	\$ 338,854	\$ 344,464
Investment	\$ 54,000	\$ 54,000	\$ 42,000														
Cumulative Investment	\$ 54,000	\$ 108,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
Cash flow	\$ (54,000)	\$ (50,112)	\$ (34,341)	\$ 10,454	\$ 10,140	\$ 9,836	\$ 9,541	\$ 9,254	\$ 8,977	\$ 8,708	\$ 8,446	\$ 8,193	\$ 7,947	\$ 7,709	\$ 7,477	\$ 4,715	\$ 2,035
Cumulative Cash flow	\$ (54,000)	\$ (104,112)	\$ (138,453)	\$ (127,999)	\$ (117,859)	\$ (108,023)	\$ (98,483)	\$ (89,228)	\$ (80,251)	\$ (71,544)	\$ (63,097)	\$ (54,905)	\$ (46,957)	\$ (39,249)	\$ (31,771)	\$ (27,056)	\$ (25,021)
Payback	0.0x	0.1x	0.2x	0.4x	0.6x	0.8x	0.9x	1.1x	1.3x	1.4x	1.6x	1.7x	1.9x	2.0x	2.2x	2.3x	2.3x

Detail

Control Students	Aug 2013	Jan 2014	May 2014	Aug 2014	Jan 2015	May 2015	Aug 2015	Jan 2016	May 2016	Aug 2016	Jan 2017	May 2017	Aug 2017	Jan 2018	May 2018	Aug 2018	Jan 2019
Fall 2013	180	143	124	106	90	75	60	52	43	35	30	24	19	17	15	15	12
Spring 2014	180	180	143	124	106	90	75	60	52	43	35	30	24	19	17	15	12
Summer 2014			140	111	97	82	70	58	47	40	34	27	23	19	15	14	12
<b>Total</b>	<b>180</b>	<b>323</b>	<b>407</b>	<b>341</b>	<b>292</b>	<b>248</b>	<b>205</b>	<b>170</b>	<b>141</b>	<b>118</b>	<b>98</b>	<b>81</b>	<b>67</b>	<b>56</b>	<b>48</b>	<b>29</b>	<b>12</b>

ITK Students	Aug 2013	Jan 2014	May 2014	Aug 2014	Jan 2015	May 2015	Aug 2015	Jan 2016	May 2016	Aug 2016	Jan 2017	May 2017	Aug 2017	Jan 2018	May 2018	Aug 2018	Jan 2019
Fall 2013	180	150	131	112	97	82	66	58	49	40	35	30	24	22	20	20	16
Spring 2014		180	150	131	112	97	82	66	58	49	40	35	30	24	22	20	16
Summer 2014			140	117	102	87	75	63	51	45	38	31	27	23	19	17	16
<b>Total ITK Students</b>	<b>180</b>	<b>330</b>	<b>421</b>	<b>360</b>	<b>311</b>	<b>266</b>	<b>223</b>	<b>187</b>	<b>158</b>	<b>134</b>	<b>113</b>	<b>96</b>	<b>81</b>	<b>70</b>	<b>62</b>	<b>38</b>	<b>16</b>

Add'l Students	Aug 2013	Jan 2014	May 2014	Aug 2014	Jan 2015	May 2015	Aug 2015	Jan 2016	May 2016	Aug 2016	Jan 2017	May 2017	Aug 2017	Jan 2018	May 2018	Aug 2018	Jan 2019
Fall 2013	-	7	7	7	7	6	6	6	6	6	5	5	5	5	5	5	-
Spring 2014	-	-	7	7	7	7	7	6	6	6	6	6	5	5	5	5	-
Summer 2014	-	-	-	6	5	5	5	5	5	5	5	5	4	4	4	4	4
<b>Total Add'l Students</b>	<b>-</b>	<b>7</b>	<b>14</b>	<b>19</b>	<b>19</b>	<b>18</b>	<b>18</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>16</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>14</b>	<b>9</b>	<b>4</b>

Add'l Tuition Revenue	Aug 2013	Jan 2014	May 2014	Aug 2014	Jan 2015	May 2015	Aug 2015	Jan 2016	May 2016	Aug 2016	Jan 2017	May 2017	Aug 2017	Jan 2018	May 2018	Aug 2018	Jan 2019
Fall 2013	\$ -	\$ 3,888	\$ 3,771	\$ 3,658	\$ 3,548	\$ 3,442	\$ 3,339	\$ 3,239	\$ 3,141	\$ 3,047	\$ 2,956	\$ 2,867	\$ 2,781	\$ 2,698	\$ 2,617	\$ -	\$ -
Spring 2014	\$ -	\$ -	\$ 3,771	\$ 3,658	\$ 3,548	\$ 3,442	\$ 3,339	\$ 3,239	\$ 3,141	\$ 3,047	\$ 2,956	\$ 2,867	\$ 2,781	\$ 2,698	\$ 2,617	\$ -	\$ -
Summer 2014	\$ -	\$ -	\$ -	\$ 3,024	\$ 2,933	\$ 2,843	\$ 2,750	\$ 2,677	\$ 2,597	\$ 2,519	\$ 2,443	\$ 2,370	\$ 2,299	\$ 2,230	\$ 2,163	\$ 2,098	\$ 2,035
<b>Total Add'l Revenue</b>	<b>\$ -</b>	<b>\$ 3,888</b>	<b>\$ 7,659</b>	<b>\$ 10,454</b>	<b>\$ 10,140</b>	<b>\$ 9,836</b>	<b>\$ 9,541</b>	<b>\$ 9,254</b>	<b>\$ 8,977</b>	<b>\$ 8,708</b>	<b>\$ 8,446</b>	<b>\$ 8,193</b>	<b>\$ 7,947</b>	<b>\$ 7,709</b>	<b>\$ 7,477</b>	<b>\$ 4,715</b>	<b>\$ 2,035</b>

Add'l State Appropriation Revenue	Aug 2013	Jan 2014	May 2014	Aug 2014	Jan 2015	May 2015	Aug 2015	Jan 2016	May 2016	Aug 2016	Jan 2017	May 2017	Aug 2017	Jan 2018	May 2018	Aug 2018	Jan 2019
Fall 2013	\$ -	\$ 6,828	\$ 6,623	\$ 6,424	\$ 6,232	\$ 6,045	\$ 5,863	\$ 5,688	\$ 5,517	\$ 5,351	\$ 5,191	\$ 5,035	\$ 4,884	\$ 4,738	\$ 4,595	\$ -	\$ -
Spring 2014	\$ -	\$ -	\$ 6,828	\$ 6,623	\$ 6,424	\$ 6,232	\$ 6,045	\$ 5,863	\$ 5,688	\$ 5,517	\$ 5,351	\$ 5,191	\$ 5,035	\$ 4,884	\$ 4,738	\$ 4,595	\$ -
Summer 2014	\$ -	\$ -	\$ -	\$ 5,311	\$ 5,151	\$ 4,997	\$ 4,847	\$ 4,701	\$ 4,560	\$ 4,424	\$ 4,291	\$ 4,162	\$ 4,037	\$ 3,916	\$ 3,799	\$ 3,685	\$ 3,574
<b>Total Add'l Revenue</b>	<b>\$ -</b>	<b>\$ 6,828</b>	<b>\$ 13,451</b>	<b>\$ 18,358</b>	<b>\$ 17,808</b>	<b>\$ 17,273</b>	<b>\$ 16,755</b>	<b>\$ 16,252</b>	<b>\$ 15,765</b>	<b>\$ 15,292</b>	<b>\$ 14,833</b>	<b>\$ 14,388</b>	<b>\$ 13,957</b>	<b>\$ 13,538</b>	<b>\$ 13,132</b>	<b>\$ 8,280</b>	<b>\$ 3,574</b>

Model Results Summary

<b>Investment</b>	
Fall 2013	\$ 161,190
Spring 2014	\$ 107,460
Summer 2014	\$ 29,850
Travel	\$ 2,500
Implementation Fee	\$ 6,000
<b>Total Investment</b>	<b>\$ 307,000</b>
Lumina Share	\$ (157,000)
NESCC Share	\$ 150,000
<b>Add'l Retained Tuition (Revenue)</b>	<b>\$ 130,933</b>
<b>Add'l State Appropriations</b>	<b>\$ 179,993</b>
<b>Total Add'l Revenue</b>	<b>\$ 310,926</b>
<b>Expected Payback</b>	<b>2.1x</b>
Expected Payback	1.6x
Expected Payback	2.6x

Cohort Summary

Session	Start	Students	Cohort
1	8/26/2013	270	Fall 2013
2	1/20/2014	180	Spring 2014
3	5/19/2014	50	Summer 2014
		500	

Assumptions

Expected 1 Term Gap	4%
Low 1 Term Gap	3%
High 1 Term Gap	5%
Persistence	97%
Credits to Graduate	60
Credits per Class	3
Classes per Year	5.11
Credits/Year	15.33
Terms/Year	3
Credits/Term	5.11
Cost Per Credit	\$ 135
Terms to Graduate	12
Cost per Term	\$ 690
<b>State Appropriations/Term</b>	<b>\$ 948</b>
<b>Cost per Student</b>	<b>\$ 597</b>

Retention Assumptions:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8	Term 9	Term 10	Term 11	Term 12
Control Group	100.0%	76.3%	63.3%	50.4%	43.1%	35.9%	28.5%	24.6%	20.6%	16.5%	14.1%	11.7%
Coached Group	100.0%	80.3%	67.2%	54.1%	46.8%	39.4%	32.1%	27.9%	23.8%	19.7%	17.1%	14.6%

Results

	Aug 2013	Jan 2014	May 2014	Aug 2014	Jan 2015	May 2015	Aug 2015	Jan 2016	May 2016	Aug 2016	Jan 2017	May 2017	Aug 2017	Jan 2018
Additional Students	-	11	18	19	19	18	17	17	16	16	15	15	7	1
Additional Tuition Revenue	\$ -	\$ 7,450	\$ 12,194	\$ 13,208	\$ 12,811	\$ 12,427	\$ 12,054	\$ 11,693	\$ 11,342	\$ 11,002	\$ 10,672	\$ 10,351	\$ 4,712	\$ 1,017
Additional State Appropriations	\$ -	\$ 10,242	\$ 16,763	\$ 18,157	\$ 17,612	\$ 17,083	\$ 16,571	\$ 16,074	\$ 15,592	\$ 15,124	\$ 14,670	\$ 14,230	\$ 6,477	\$ 1,399
Cumulative Addl. Revenue	\$ -	\$ 17,692	\$ 46,649	\$ 78,013	\$ 108,436	\$ 137,947	\$ 166,572	\$ 194,339	\$ 221,272	\$ 247,398	\$ 272,739	\$ 297,321	\$ 308,510	\$ 310,926
Investment	\$ 81,000	\$ 54,000	\$ 15,000											
Cumulative Investment	\$ 81,000	\$ 135,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
Cash flow	\$ (81,000)	\$ (46,550)	\$ (2,806)	\$ 13,208	\$ 12,811	\$ 12,427	\$ 12,054	\$ 11,693	\$ 11,342	\$ 11,002	\$ 10,672	\$ 10,351	\$ 4,712	\$ 1,017
Cumulative Cash flow	\$ (81,000)	\$ (127,550)	\$ (130,356)	\$ (117,148)	\$ (104,337)	\$ (91,910)	\$ (79,855)	\$ (68,163)	\$ (56,821)	\$ (45,819)	\$ (35,148)	\$ (24,796)	\$ (20,085)	\$ (19,067)
Payback	0.0x	0.1x	0.3x	0.5x	0.7x	0.9x	1.1x	1.3x	1.5x	1.6x	1.8x	2.0x	2.1x	2.1x

Detail

Control Students	Aug 2013	Jan 2014	May 2014	Aug 2014	Jan 2015	May 2015	Aug 2015	Jan 2016	May 2016	Aug 2016	Jan 2017	May 2017	Aug 2017	Jan 2018
Fall 2013	270	206	171	136	116	97	77	66	56	45	38	31		
Spring 2014		180	137	114	91	78	65	52	44	37	30	25	21	
Summer 2014			50	38	32	25	22	18	14	12	10	8	7	6
<b>Total</b>	<b>270</b>	<b>386</b>	<b>358</b>	<b>288</b>	<b>239</b>	<b>200</b>	<b>163</b>	<b>136</b>	<b>114</b>	<b>94</b>	<b>78</b>	<b>65</b>	<b>28</b>	<b>6</b>

ITK Students

	Aug 2013	Jan 2014	Aug 2014	Jan 2015	Aug 2015	Jan 2016	Aug 2016	Jan 2017	Aug 2017	Jan 2018	Aug 2018	Jan 2019	Aug 2019	Jan 2020
Fall 2013	270	217	181	146	126	106	87	75	64	53	46	39		
Spring 2014		180	145	121	97	84	71	58	50	43	35	31	26	
Summer 2014			50	40	34	27	23	20	16	14	12	10	9	7
<b>Total ITK Students</b>	<b>270</b>	<b>397</b>	<b>376</b>	<b>307</b>	<b>257</b>	<b>218</b>	<b>181</b>	<b>153</b>	<b>131</b>	<b>110</b>	<b>94</b>	<b>80</b>	<b>35</b>	<b>7</b>

Add'l Students

	Aug 2013	Jan 2014	Aug 2014	Jan 2015	Aug 2015	Jan 2016	Aug 2016	Jan 2017	Aug 2017	Jan 2018	Aug 2018	Jan 2019	Aug 2019	Jan 2020
Fall 2013	-	11	10	10	10	10	9	9	9	8	8	8	-	-
Spring 2014	-	-	7	7	7	7	6	6	6	6	6	5	5	-
Summer 2014	-	-	-	2	2	2	2	2	2	2	2	2	2	1
<b>Total Add'l Students</b>	<b>-</b>	<b>11</b>	<b>18</b>	<b>19</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>16</b>	<b>15</b>	<b>15</b>	<b>7</b>	<b>1</b>

Add'l Tuition Revenue

	Aug 2013	Jan 2014	Aug 2014	Jan 2015	Aug 2015	Jan 2016	Aug 2016	Jan 2017	Aug 2017	Jan 2018	Aug 2018	Jan 2019	Aug 2019	Jan 2020
Fall 2013	\$ -	\$ 7,450	\$ 7,227	\$ 7,010	\$ 6,800	\$ 6,596	\$ 6,398	\$ 6,206	\$ 6,020	\$ 5,839	\$ 5,664	\$ 5,494	\$ -	\$ -
Spring 2014	\$ -	\$ -	\$ 4,967	\$ 4,818	\$ 4,673	\$ 4,533	\$ 4,397	\$ 4,265	\$ 4,137	\$ 4,013	\$ 3,893	\$ 3,776	\$ 3,663	\$ -
Summer 2014	\$ -	\$ -	\$ -	\$ 1,380	\$ 1,338	\$ 1,298	\$ 1,259	\$ 1,221	\$ 1,185	\$ 1,149	\$ 1,115	\$ 1,081	\$ 1,049	\$ 1,017
<b>Total Add'l Revenue</b>	<b>\$ -</b>	<b>\$ 7,450</b>	<b>\$ 12,194</b>	<b>\$ 13,208</b>	<b>\$ 12,811</b>	<b>\$ 12,427</b>	<b>\$ 12,054</b>	<b>\$ 11,693</b>	<b>\$ 11,342</b>	<b>\$ 11,002</b>	<b>\$ 10,672</b>	<b>\$ 10,351</b>	<b>\$ 4,712</b>	<b>\$ 1,017</b>

Add'l State Appropriation Revenue

	Aug 2013	Jan 2014	Aug 2014	Jan 2015	Aug 2015	Jan 2016	Aug 2016	Jan 2017	Aug 2017	Jan 2018	Aug 2018	Jan 2019	Aug 2019	Jan 2020
Fall 2013	\$ -	\$ 10,242	\$ 9,935	\$ 9,637	\$ 9,348	\$ 9,067	\$ 8,795	\$ 8,531	\$ 8,275	\$ 8,027	\$ 7,786	\$ 7,553	\$ -	\$ -
Spring 2014	\$ -	\$ -	\$ 6,828	\$ 6,623	\$ 6,424	\$ 6,232	\$ 6,045	\$ 5,863	\$ 5,688	\$ 5,517	\$ 5,351	\$ 5,191	\$ 5,035	\$ -
Summer 2014	\$ -	\$ -	\$ -	\$ 1,897	\$ 1,840	\$ 1,785	\$ 1,731	\$ 1,679	\$ 1,629	\$ 1,580	\$ 1,532	\$ 1,488	\$ 1,442	\$ 1,399
<b>Total Add'l Revenue</b>	<b>\$ -</b>	<b>\$ 10,242</b>	<b>\$ 16,763</b>	<b>\$ 18,157</b>	<b>\$ 17,612</b>	<b>\$ 17,083</b>	<b>\$ 16,571</b>	<b>\$ 16,074</b>	<b>\$ 15,592</b>	<b>\$ 15,124</b>	<b>\$ 14,670</b>	<b>\$ 14,230</b>	<b>\$ 6,477</b>	<b>\$ 1,399</b>

# REQUEST: NON-COMPETITIVE CONTRACT

APPROVED

Commissioner of Finance & Administration

Date:

Each of the request items below indicates specific information that must be individually detailed or addressed as required. A request can not be considered if information provided is incomplete, non-responsive, or does not clearly address each of the requirements individually as required.

<b>1) RFS #</b>		
<b>2) State Agency Name :</b>	Tennessee Board of Regents	
<b>3) Service Caption :</b>	Higher Education Coaching Services for Incoming Students to Develop Positive Learning Methods and Habits With a Goal of Increasing Student Retention and Graduation Rates	
<b>4) Proposed Contractor :</b>	Inside Track, Inc.	
<b>5) Contract Start Date :</b> (attached explanation required if date is < 60 days after F&A receipt)	August 26, 2013	
<b>6) Contract End Date IF <u>all</u> Options to Extend the Contract are Exercised :</b>	August 25, 2015	
<b>7) Total Maximum Cost IF <u>all</u> Options to Extend the Contract are Exercised :</b>	\$2,188,500.00	
<b>8) Approval Criteria :</b> (select one)	<input type="checkbox"/> use of Non-Competitive Negotiation is in the best interest of the state	
	<input checked="" type="checkbox"/> only one uniquely qualified service provider able to provide the service	
<b>9) Description of Service to be Acquired :</b>	Coaching services for enrolled students to assist those students to reach their educational goals and to thereby improve retention.	
<b>10) Explanation of the Need for or Requirement Placed on the Procuring Agency to Acquire the Service :</b>	The university and community colleges believes that coaching services provided to undergraduate students will improve undergraduate retention rates as mandated by the Complete College Tennessee Act.	
<b>11) Explanation of Whether the Procuring Agency Bought the Service in the Past, &amp; if so, What Procurement Method It Used :</b>	This Service has not been bought in the past.	
<b>12) Name &amp; Address of the Proposed Contractor's Principal Owner(s) :</b> ( <u>not</u> required if proposed contractor is a state education institution)	Alan H. Tripp, c/o Alan H. Tripp and Christine W. Tripp Revocable Trust dated 12/20/96, 738 Castro Street, San Francisco, CA 94114  Baird Venture Partners III Limited Partnership, Attn: Jim Pavlik, 227 W. Monroe Street, Suite 2200, Chicago, IL 60606  El Dorado Ventures VI, L.P., Attn: Tom Peterson, 2440 Sand Hill Road, Suite 200, Menlo Park, CA 94025	

**13) Evidence of the Proposed Contractor's Experience and Length of Experience Providing the Service :**

InsideTrack, Inc. was founded in 2000 by Kai Drekmeier and Alan Tripp, both still actively involved with the company. In a number of trial experiments conducted by the company at various pilot universities in 2000-2001 school year, the InsideTrack Coaching methodology was proven to be very successful with students. Since this initial success, InsideTrack has deployed its methodology to 500,000 students at a broad range of public and private colleges and universities throughout the United States, including the Indiana State University, the Alabama Community College System and the Hawaiian Community College System. They have provided coaching to both incoming students and prospective students with documented success (see #18 below). Headquartered in San Francisco, CA and with offices in Portland, OR; Orange County, CA; and Nashville, TN, InsideTrack employs over 350 employees.

**14) Documentation of Office for Information Resources Endorsement :**  
(required only if the subject service involves information technology)

select one:



Documentation Not Applicable to this Request



Documentation Attached to this Request

**15) Documentation of Department of Personnel Endorsement :**  
(required only if the subject service involves training for state employees)

select one:



Documentation Not Applicable to this Request



Documentation Attached to this Request

**16) Documentation of State Architect Endorsement :**  
(required only if the subject service involves construction or real property related services)

select one:



Documentation Not Applicable to this Request



Documentation Attached to this Request

**17) Description of Procuring Agency Efforts to Identify Reasonable, Competitive, Procurement Alternatives :**

At this time, there are no other providers that offer these types of coaching services.

**18) Justification of Why the State Should Use Non-Competitive Negotiation Rather Than a Competitive Process :**  
(Being the "only known" or "best" service provider to perform the service as desired will not be deemed adequate justification.)

1. Pursuant to the Complete The Tennessee Board of Regents and its constituent institutions are continually seeking new and better methods and tools that will improve student retention and completion rates. In furtherance of this goal, various schools in the Board of Regents system are experimenting with new methods of retaining students.

2. One of the techniques for increasing retention is the use of student coaching for first year students in an attempt to develop successful habits and skills. Academic studies, such as the one conducted by Professor Eric Bettinger of the Stanford University School of Education have shown that student coaching significantly increases the likelihood that students may stay in school and graduate. In his study conducted for the National Bureau of Economic Research, Dr. Bettinger determined that coaching services provided by Inside Track increased retention by 10% to 15%. A copy of that study is attached. That study was reviewed by the U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse (WWC). The WWC concluded that the research on the subset of seven well studies meets the WWC evidence standards for a valid study, without reservations. Clearly, experimenting with student coaching is a worthwhile undertaking if results like this can be obtained.

3. For various reasons, those schools seeking to experiment with student coaching have decided that it would be the better choice to hire an outside vendor to provide the services during the testing phase, not the least of which is not having to deal with laying off employees if the results are not as anticipated. In seeking vendors which could provide these services, it was determined that Inside Track was the only enrolled coaching service that was discussed in the 2012 U.S. Department of Education publication entitled "Evidence Meets Practice, Institutional Strategies to Increase College Completion." Citing the Bettinger study of the results of Inside Track's efforts on eight campuses between the academic years of 2003-04 to 2007-08, the authors of that publication stated that "[a]dvising that is integrated with coaching, where the advisor reaches out to the student proactively on a regular basis by phone, email, text or social media, demonstrates positive student outcomes. Research suggests that frequent contact with an adviser or coach – in some cases weekly – does improve student outcomes." Inside Track is the only enrolled student coaching service that has had its methodology studied and verified by an independent outside service.

4. Inside Track has several proprietary techniques it utilizes in providing its coaching services. I has an 8 step recruiting process it use to recruit its coaches as well as a 6 step proprietary employee training program that includes regular monitoring and feedback. Inside Track also conducts proprietary research into student decision making behavior, including identifying student's reasons for pursuing an education, selection criteria for the selection of institutions and programs and factors affecting persistence, progress, completion and employment. This allows a coach to collect student feedback received during coaching sessions and make necessary changes to better serve a particular student. The Tennessee Board of Regents is not aware of any other vendor of college or university student coaching services that has this level of experience or utilizes the same type of proprietary methodologies employed by Inside Track.

5. Further, our research indicates that Inside Track is the only enrolled student coaching service that has accumulated and can leverage a large database as well as having analytic tools that can be used to determine the impact on students and student

educational outcomes. This is important from the coaching because it will allow the participating schools to determine quickly whether the service is effective and economical. To that end, Inside Track has agreed that should a review conducted at the end of the first year of the program indicates that there has been no improvement in retention, the agreement may be terminated.

6. Inside Track is the sole vendor providing its comprehensive services. It does not utilize resellers or distributors.

7. Should the results of the experiment prove positive, it is the intent of the Tennessee Board of Regents to issue a RFP for a system wide contract for coaching services.

8. With regard to the two community colleges participating in the experiment, they will be the recipient of a Lumina grant of \$150,000 per school which will offset the cost of the first semester coaching at those two institutions.

**REQUESTING AGENCY HEAD SIGNATURE & DATE :**

(must be signed & dated by the ACTUAL procuring agency head as detailed on the Signature Certification on file with OCR— signature by an authorized signatory will be accepted only in documented exigent circumstances)



7/31/2013

Agency Head Signature

Date

# CONTRACT SUMMARY SHEET

021406

<b>RFS #</b>		<b>Contract #</b>			
<b>State Agency</b>		<b>State Agency Division</b>			
Tennessee Board of Regents					
<b>Contractor Name</b>		<b>Contractor ID # (FEIN or SSN)</b>			
Inside Track, Inc.		<input type="checkbox"/> C- or <input type="checkbox"/> V-			
<b>Service Description</b>					
Coaching services for enrolled students					
<b>Contract BEGIN Date</b>		<b>Contract END Date</b>		<b>Subrecipient or Vendor?</b>	
26-Aug-13		25-Aug-15			
<b>Mark Each TRUE Statement</b>					
<input type="checkbox"/> Contractor is on STARS		<input type="checkbox"/> Contractor's Form W-9 is on file in Accounts			
<b>Allotment Code</b>	<b>Cost Center</b>	<b>Object Code</b>	<b>Fund</b>	<b>Funding Grant Code</b>	<b>Funding Subgrant Code</b>
<b>FY</b>	<b>State</b>	<b>Federal</b>	<b>Interdepartmental</b>	<b>Other</b>	<b>TOTAL Contract Amount</b>
2014					\$ 1,131,500.00
2015					\$ 1,057,000.00
					\$ -
					\$ -
					\$ -
					\$ -
<b>TOTAL:</b>	\$ -	\$ -	\$ -	\$ -	\$ <b>2,188,500.00</b>
— COMPLETE FOR AMENDMENTS ONLY —			<b>State Agency Fiscal Contact &amp; Telephone #</b>		
<b>FY</b>	<b>Base Contract &amp; Prior Amendments</b>	<b>THIS Amendment ONLY</b>	Dale Sims, Vice Chancellor for Business and Finance (615) 366-3921		
			<b>State Agency Budget Officer Approval</b>		
			<i>Dale S.</i>		
			<b>Funding Certification</b> (certification, required by T.C.A., § 9-4-5113, that there is a balance in the appropriation from which the obligated expenditure is required to be paid that is not otherwise encumbered to pay obligations previously incurred)		
<b>TOTAL:</b>	\$ -	\$ -			
<b>End Date</b>					
<b>Contractor Ownership</b> (complete only for base contracts with contract # prefix: FA or GR)					
<input type="checkbox"/> African American	<input type="checkbox"/> Person w/ Disability	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Small Business	<input checked="" type="checkbox"/> NOT disadvantaged	
<input type="checkbox"/> Asian	<input type="checkbox"/> Female	<input type="checkbox"/> Native American	<input type="checkbox"/> OTHER minority/disadvantaged—		
<b>Contractor Selection Method</b> (complete for ALL base contracts— N/A to amendments or delegated authorities)					
<input type="checkbox"/> RFP	<input type="checkbox"/> Competitive Negotiation		<input type="checkbox"/> Alternative Competitive Method		
<input checked="" type="checkbox"/> Non-Competitive Negotiation	<input type="checkbox"/> Negotiation w/ Government(eg,ID,GG,GU)		<input type="checkbox"/> Other		
<b>Procurement Process Summary</b> (complete for Alternative Method, Competitive Negotiation, Non-Competitive Negotiation, OR Other)					

# ENROLLED STUDENTS COACHING SERVICES AGREEMENT

By and Between

INSIDETRACK, INC.

And

The Tennessee Board of Regents

## STANDARD TERMS AND CONDITIONS OF SERVICE

The following standard terms and conditions, in conjunction with the signed Business Terms Exhibit (Exhibits 1, 2, and 3), constitute the binding and enforceable Agreement between the Tennessee Board of Regents for the benefit and use of its constituent institutions, Austin Peay State University, Nashville State Community College and Northeast State Community College, (hereinafter Collectively "Client") and InsideTrack governing InsideTrack's provision of Coaching Services for enrolled students at the aforesaid institutions.

**1. DEFINITIONS.** The following terms, when capitalized, shall have the meanings set forth below:

**1.1 "Agreement"** means these Standard Terms, the Business Terms Exhibit and any other exhibits, collectively.

**1.2 "Business Terms Exhibit"** means the covering exhibit, executed by both Parties, attached to these Standard Terms setting forth the Services ordered, the pricing, and other particulars of the contractual arrangement between the Parties.

**1.3 "Continuing Student"** means a Prospective Student or Enrolled Student who has previously received the Services during the preceding academic term and is eligible to receive additional coaching services from InsideTrack.

**1.4 "Effective Date"** means the signature date set forth on the last page of the Business Terms Exhibit.

**1.5 "Parties"** means Client and InsideTrack collectively.

**1.6 "Services"** is defined in the Business Terms Exhibit and may include Coaching for Prospective Students (PSC) Coaching for Enrolled Students (SC), or both.

**1.7 "Standard Terms"** means these standard terms and conditions of service.

**1.8 "Coach"** means an InsideTrack employee or contractor providing the Services to Prospective Students and/or Enrolled Students.

**1.9 Other Terms.** Capitalized terms not otherwise defined in this section have the meanings set forth

in the Business Terms Exhibit.

**2. PRE-START ACTIVITIES.** Prior to the Services Start Date, the Parties will discuss and mutually agree upon an implementation plan for the Services. InsideTrack will furnish Client with a preliminary implementation checklist by no later than the date specified in the Business Terms Exhibit, and the Parties will meet to conduct an Implementation Workshop to further define the Services no later than the date specified in the Business Terms Exhibit. The Parties will mutually agree upon a final implementation checklist at the Implementation Workshop. Each Party will perform all of its respective obligations set forth in the mutually-agreed upon implementation checklist prior to the Services Start Date.

**3. SERVICES**

**3.1 Scope of Services.** If the Services include Coaching for Prospective Students, InsideTrack shall commence providing PSC to Prospective Students on the Services Start Date for PSC and cease providing said services on the Services End Date for PSC. If the Services include Coaching for Enrolled Students Services, InsideTrack shall commence providing SC to Enrolled Students on the Services Start Date for SC and cease providing said services on the Services End Date for SC Services.

**3.2 Coaching for Prospective Students.** To the extent that the Services include Coaching for Prospective Students Services, InsideTrack will use commercially reasonable efforts to perform PSC using the Staffing described in the Business Terms Exhibit. Coaches will meet with students as described in the Business Terms Exhibit. While working with students, Coaches and students may (a) work together on registration problems; (b) review long-term and

short-term deliverables and goals; (c) clearly identify reasons for success, or lack of success, during the prior week; (d) share positive feedback for successful activities but directly address ineffective activities; (e) create strategies, define action plans and set deadlines for the coming week; and (f) directly reinforce the students' efforts to succeed in school.

**3.3 Coaching for Enrolled Students Services.** To the extent that the Services include Coaching for Enrolled Students Services, InsideTrack will use commercially reasonable efforts, described in the Business Terms Exhibit, to perform SC using the Staffing, also described in the Business Terms Exhibit. Coaches will meet with students as described in the Business Terms Exhibit. While working with students, Coaches and students may: (a) review long-term and short-term goals; (b) evaluate current academic performance and compare to expectations; (c) clearly identify reasons for success, or lack of success, during the prior week; (d) share positive feedback for successful activities but directly address ineffective activities; (e) create strategies, define action plans and set deadlines for the coming week; and (f) directly reinforce strategies to succeed in school.

**3.4 Client Responsibilities.** Client will support InsideTrack in providing all Services by providing the following in a timely manner: (a) facilities as described in the Business Terms Exhibit; (b) contact information for each Prospective Student and/or Enrolled Student, as appropriate; and (c) electronic access to registration/student management and other data systems required for performance measurement and reporting. InsideTrack employees or contractors shall receive daily reports posted to a secure FTP site detailing grades, attendance, class activity, hold information (OPOG, ISIR, SAP, etc.) for Enrolled Students in such form as mutually agreed between Client and InsideTrack. Any information provided under Section 3.4 shall be treated by InsideTrack as Confidential Information under Section 12.3 and InsideTrack shall only use such information in a lawful manner. InsideTrack employees or contractors provided access to such Client's registration/student management systems will, upon request by Client, execute "acceptable use" or other agreements restricting their use of such systems.

**3.5 Modification of Services.** From time to time during the Term, Client and InsideTrack may mutually agree to amend the Services to preserve the objectives of the relationship between the parties. Such amendment must be made in writing signed by both Parties.

#### **4. CONTINUING COACHING SERVICES**

##### **4.1 Intentionally Omitted.**

##### **4.2 Intentionally Omitted.**

#### **5. BENCHMARKING PHASE**

**5.1 Benchmarking Phase.** Beginning with the Client academic term specified in the Business Terms Exhibit and ending four weeks after the conclusion of the

Client academic term specified in the Business Terms Exhibit, InsideTrack and Client will collaborate in a controlled experiment ("Benchmarking Phase") to (a) help assess the expected impact of the Services and (b) identify opportunities to improve the Services provided to Client.

**5.2 Responsibilities During the Benchmarking Phase.** Client and InsideTrack will collaborate to choose two (2) similarly-sized groups of students that are (a) balanced to the extent possible for entering characteristics, enrollment timing, etc., and (b) expected to be representative of the entire population of Prospective Students and/or Enrolled Students (as applicable). InsideTrack shall provide the Services to one group (the "Coached Group"), and will not provide the services to the other group (the "Control Group"). A coin toss will determine which group will receive Coaching and which group will serve as a Control Group. An InsideTrack representative will toss the coin, and a Client representative will call the coin. Client shall continue to provide both the Coached Group and the Control Group the same level of academic and administrative support services as provided to students during the academic term prior to the introduction of InsideTrack Services.

**5.3 Benchmarking Phase Measurement and Reporting.** The parties will track the cumulative retention rates (in the case of SC) or start rates (in the case of PSC) of both groups over time to assess the effectiveness of the Services provided to the Coached Group. The retention performance of both groups will also be compared with past performance at both locations. Client shall provide data to InsideTrack, and InsideTrack shall provide reports at the end of each academic term to Client personnel, regarding such performance and cumulative retention rates, specifically identifying any qualitative and quantitative differences between the Coached Group and the Control Group over time. InsideTrack shall use its best efforts to make appropriate personnel available to Client for the purpose of discussing and evaluating the contents of such reports. The content of such reports will be kept confidential to the extent allowable by law.

**5.4 Additional Benchmarking.** Should a material change occur in Client's enrollment policies or practices, or in the level of academic or administrative support provided by Client to students during the Term, the parties acknowledge that a second Benchmarking Phase may be required to re-assess the economic benefits of the Services. Should such a change occur, the parties may collaborate to design and implement a second Benchmarking Phase, adjusting the Agreement as necessary.

#### **6. ONGOING PERFORMANCE MEASUREMENT**

**6.1 Results Measurement Program.** The parties will collaborate to produce timely, accurate reports describing the results of the Services over time and comparing such results to internal and historical Client results. Results measured may include student class attendance, cumulative

start rates and cumulative retention rates, and may (at Client's option) include credits attempted, credits earned, GPA, or degree completion. All such reports shall be redacted in such a way as to keep all personally identifiable information used to create the reports, confidential.

**6.2 Results Measurement and Reporting Responsibilities.** During the first thirty (30) days of the Contract Term, parties will collaborate to design and implement a process for periodic reporting that aligns with Client's internal measurement and reporting processes. Client will provide the agreed-to data on a timely basis to InsideTrack in the agreed-to form, and InsideTrack will provide the agreed-to reports to Client on a timely basis in the agreed-to form.

**6.3 Student Surveys.** In addition to the Measurement Program described in this section, InsideTrack will survey coached students on a periodic basis in order to insure quality and to make improvements to our coaching model based on specific student needs. The surveys will assess student behaviors and attitudes over time.

## **7. PAYMENTS**

**7.1 Services Fees.** InsideTrack will invoice Client for Service Fees in accordance with the terms set forth in the Business Terms Exhibit, and Client shall pay Service Fees in accordance with the terms set forth in the Business Terms Exhibit. InsideTrack shall issue invoices to the Client Billing Address or (by mutual agreement) by electronic mail. Client agrees to issue purchase orders as required to facilitate timely payment.

### **7.2 Intentionally Omitted.**

**7.3 Late Fees.** Any undisputed and unpaid amount due InsideTrack that is not paid in full within thirty (30) days of the date due shall be subject to the terms of the Tennessee Prompt Payment Act.. a late fee of 1.5 percent (1.5%) per month. In the event that any undisputed amount owed to InsideTrack is not paid in full within forty five (45) days of the due date, InsideTrack may also, at its option, refuse to perform any further Services under this Agreement until the delinquent amount is paid in full.

## **8. WARRANTY AND DISCLAIMER OF WARRANTIES.**

**8.1 Limited Warranty.** InsideTrack represents and warrants that the Services will be performed in a professional, ethical and workmanlike manner without infringing the ownership or intellectual property rights of any third party. If InsideTrack breaches the foregoing warranty relating to infringement of intellectual property rights of third parties, Client's remedies shall be those set forth in Section 10.1 below. Client's sole and exclusive remedy for the breach of any other warranty shall be limited to two times the amount paid to Inside Track under this Agreement.

### **8.2 DISCLAIMER OF WARRANTIES. EXCEPT**

AS EXPRESSLY SET FORTH IN SECTION 8.1 OF THIS AGREEMENT, INSIDETRACK DISCLAIMS ALL WARRANTIES, EXPRESS, IMPLIED, OR STATUTORY, INCLUDING BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE, OR NON-INFRINGEMENT OR WARRANTIES ALLEGED TO ARISE AS A RESULT OF CUSTOM AND USAGE; AND NEITHER ASSUMES NOR ACCEPTS ANY LIABILITY TO CLIENT OR ITS STUDENTS OR OTHER CLIENTS WITH RESPECT TO THE QUALITY OR SUFFICIENCY OF THE SERVICES OR ANY DELIVERABLES, OR ANY RESULTS TO BE ACHIEVED BY THE USE OF THE SERVICES AND ANY DELIVERABLES OR OTHER INFORMATION FURNISHED TO CLIENT, WITHOUT LIMITING THE GENERALITY OF THE FOREGOING, AND REGARDLESS OF ANY BENCHMARKING OR PERFORMANCE MEASUREMENT THAT MAY BE CONDUCTED UNDER THIS AGREEMENT, INSIDETRACK MAKES NO REPRESENTATIONS REGARDING ENROLLMENT OR RETENTION RATES THAT MAY RESULT FROM THE DELIVERY OF THE SERVICES, AND WILL NOT BE LIABLE FOR ANY FAILURE OF THE SERVICES TO MEET CLIENT'S EXPECTATIONS WITH RESPECT TO SUCH RESULTS.

**9. LIMITATION OF LIABILITY.** EXCEPT IN CONNECTION WITH BREACHES OF SECTION 12.3 OR IN CONNECTION WITH ANY INFRINGEMENT OF EITHER PARTY'S OR ANY THIRD PARTY'S INTELLECTUAL PROPERTY RIGHTS, IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY INDIRECT, SPECIAL, EXEMPLARY, INCIDENTAL, OR CONSEQUENTIAL DAMAGES ARISING FROM OR RELATING TO THIS AGREEMENT OR THE SERVICES PROVIDED HEREUNDER, EVEN IF A PARTY KNEW OR SHOULD HAVE KNOWN OF THE POSSIBILITY OF SUCH DAMAGES. INSIDETRACK'S TOTAL CUMULATIVE LIABILITY ARISING FROM OR RELATED TO THIS AGREEMENT OR THE SERVICES PROVIDED HEREUNDER, WHETHER IN CONTRACT OR TORT OR OTHERWISE, WILL NOT EXCEED TWO TIMES THE AMOUNT OF FEES ACTUALLY PAID BY CLIENT TO INSIDETRACK IN THE PRECEDING 12 MONTHS UNDER THIS AGREEMENT. THE PARTIES ACKNOWLEDGE THAT THESE TERMS REFLECT THE ALLOCATION OF RISK SET FORTH IN THIS AGREEMENT, AND THAT THE PARTIES WOULD NOT ENTER INTO THIS AGREEMENT WITHOUT THESE LIMITATIONS OF LIABILITY.

## **10. INDEMNIFICATION.**

**10.1 Indemnification by InsideTrack.** InsideTrack will indemnify and hold Client harmless from and against any and all damages, losses, liabilities, costs and expenses resulting from (and will defend Client from) any claim, suit, dispute, or proceeding brought by a third party

arising from or relating to InsideTrack's infringement of any third party intellectual property rights in performing the Services hereunder. For those Claims which Client wishes InsideTrack to defend, Client will (i) provide prompt notice to InsideTrack of the existence of such Claim; (ii) InsideTrack acknowledges and agrees that Client is subject to the provisions of Tennessee Code Annotated §§8-6-106, et seq requiring authorization from the Tennessee Attorney General regarding tender control of the defense and to the entering into any settlement affecting Client's interests, which authorization will not be unreasonably withheld and (iii) provide reasonable assistance to InsideTrack in the defense of such Claim. Client may participate in the defense with counsel of its choice at its own expense. If InsideTrack believes that the Services may become the subject of a third-party infringement claim, InsideTrack may (a) obtain a license to continue providing such Services; (b) modify the Services such that they are no longer infringing; or (c) if neither of the foregoing are reasonably practicable after InsideTrack's application of commercially reasonable efforts, terminate this Agreement upon written notice to Client. The indemnification obligation described in Section 10.1(a) represents Client's sole and exclusive remedy, and InsideTrack's entire liability, arising from or relating to any infringement of third-party intellectual property rights.

#### **10.2 Intentionally omitted.**

**11. DISPUTE RESOLUTION.** Any claim, dispute, or controversy of whatever nature arising out of or relating to this Agreement, including, without limitation, any action or claim based on tort, contract, or statute (including any claims of breach or violation of statutory or common law protections from discrimination, harassment and hostile working environment), or concerning the interpretation, effect, termination, validity, performance and/or breach of this Agreement ("Claim"), shall be submitted to the Tennessee Claims commission and all procedures and payments shall be pursuant to the Tennessee Claims Commission Act.

#### **12. OWNERSHIP AND CONFIDENTIALITY**

**12.1 Proprietary Rights of InsideTrack.** Subject to the specific rights provided to Client hereunder, InsideTrack shall have sole and exclusive ownership of all right, title, and interest in and to the specific proprietary materials and methodology used by InsideTrack for providing the Services hereunder provided such materials (i) are not, or do not become (other than through a breach of contract by Client) generally known to the public; (ii) were in Client's possession prior to its disclosure by InsideTrack (iii) are not developed independently by Client, without reliance on information or materials provided by InsideTrack, or,, (iv) are rightfully received by Client without obligation of confidentiality from a third party. Protected proprietary material shall include all media and documentation relating to the design, development, operation, testing, or use of the Services or any additions or modifications thereto, all media and documentation relating to the training and evaluation of

InsideTrack personnel, all aggregate data and analyses related to InsideTrack's performance of the Services ("InsideTrack Materials"), and all intellectual property rights associated therewith (including, without limitation, rights to patents, copyrights, trade secrets, and know-how). Upon InsideTrack's request, Client agrees to execute such further instruments and take such further action as InsideTrack may reasonably request to effect ownership of any of the InsideTrack Materials and intellectual property rights provided that Client shall be reimbursed for any expenses it incurs related to such action. The InsideTrack name, logo, and the product names associated with the Services are trademarks of InsideTrack, and no right or license is granted to use them except by express written permission of InsideTrack.

**12.2 Proprietary Rights of Client.** Subject to the specific rights provided to InsideTrack hereunder and excluding all InsideTrack Materials, Client shall have sole and exclusive ownership of all right, title and interest in and to any and all student personally-identifiable information disclosed by Client to InsideTrack for use hereunder ("Client Materials") provided such materials (i) are not, or do not become (other than through a breach of contract by InsideTrack) generally known to the public; (ii) were in InsideTrack's possession prior to its disclosure by Client (iii) are not developed independently by InsideTrack, without reliance on information or materials provided by Client, or,, (iv) are rightfully received by InsideTrack without obligation of confidentiality from a third party.. Except to the extent necessary to perform Services and Continuing Coaching Services, InsideTrack agrees not to use, publish, circulate, disseminate, or otherwise use the Client Materials without the prior written consent of Client, which consent may be withheld in Client's sole discretion.

**12.3 Confidentiality.** To the extent allowed by Tennessee law, InsideTrack and Client each agree to maintain in confidence all information disclosed by one party to the other and conspicuously marked as "confidential" (the "Confidential Information"). Regardless of whether marked, all InsideTrack Materials shall be the Confidential Information of InsideTrack of they are not otherwise excluded from protection by 12.1 above. Each party agrees to use the same security measures to protect the other party's confidential information as it uses to protect its own confidential information. Each party further agrees not to disclose such information to anyone other than those of its employees and independent contractors who have a need to know such information in connection with this Agreement. Upon completion of the Services under this Agreement, unless Client and InsideTrack enter into a further signed, written service agreement for the extended use of the Services, (i) Client agrees to return or destroy and certify in writing it has done so, all InsideTrack Materials upon request by InsideTrack, and (ii) InsideTrack agrees to return all Client Materials upon request by Client; furthermore, each party agrees to certify its compliance with such respective obligations if requested by the other party. The foregoing confidentiality obligations shall not apply to any information

generally available to the public, lawfully received from a third party without any obligation of confidentiality, known by the receiving party prior to receiving the Confidential Information from the disclosing party, independently developed or obtained without reliance on the other party's information, or approved for release by such party without restriction.

**12.4 Remedies Cumulative.** Each party shall have and may cumulatively exercise all rights it may have at law for the protection of the InsideTrack Materials, the Client Materials, and the Services.

**13. FERPA.** InsideTrack and Client acknowledge that they are subject to and will fully comply with the privacy regulations outlined in the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended ("FERPA"), for the handling of such information. InsideTrack will not disclose or use any Student Information except to the extent necessary to carry out its obligations under this Agreement and as permitted by FERPA and will for the purposes of FERPA related matters only, will agree to be a FERPA agent as set forth in the applicable regulations.

**14. TERMINATION.** This Agreement will expire at the end of the Contract Term. In addition, either party may terminate this agreement at any time if the other party has failed to cure a material breach within fifteen (15) days after receiving written notice thereof from the non-breaching party, or if said breach by its nature cannot be cured within fifteen (15) days, the other party has failed to commence the steps necessary to cure within fifteen (15) days. Sections 1, 4,, 7, 8, 9, 10, 11, 12, 13, 14, and 15 will survive any termination or expiration.

**15. MARKETING RIGHTS**

**15.1 Client Marketing Rights.** Subject to its obligations under Section 12 (Ownership and Confidentiality), Client may promote, discuss or describe its use of the Services to potential students, current students, and other parties in its general course of business, *provided, however*, that Client shall request (and InsideTrack may, at its discretion, withhold) prior approval by InsideTrack of (a) reproduction of InsideTrack marks, logos and (b) any written description of the Services.

**15.2 InsideTrack Marketing Rights.** Within forty-five (45) days after the Effective Date, Client and InsideTrack will issue a joint press release in customary form announcing the Agreement. During the Term, upon InsideTrack's request, Client will participate in InsideTrack's marketing efforts, which may include (a) media references and (b) participation in a case study featuring Client's results using InsideTrack. InsideTrack may reproduce Client's logo on InsideTrack's web site with size, positioning and placement consistent with the size, positioning and placement then in use by InsideTrack on its web site for the logos of its other Clients, and in InsideTrack's written sales presentations

provided that Client shall have the right to review and approve any such materials before they are released.. Client may provide InsideTrack with marketing or branding style guidelines, and, if so provided, InsideTrack will adhere to Client's guidelines in the reproduction and use of Client's logo.

**15.3** Notwithstanding anything to the contrary in this Agreement, InsideTrack will have the right to freely use and disclose aggregated data (with no student PII) and analyses of the performance and results of the Services for its business and marketing purposes.

**16. GENERAL**

**16.1 Non-Interference.** Customer acknowledges that InsideTrack recruits, trains, and contracts with Coaches and coaching managers to perform the Services for Customer and such recruitment and training is a costly and time-consuming endeavor. If Customer, during the term of this Agreement and one year after the expiration or the termination of this Agreement, employs in the capacity similar to a Coach or Coaching manager, any of InsideTrack's employees or contractors who provided services to Customer under this Agreement, Customer shall immediately pay InsideTrack, for each employee or contractor employed, the sum of \$100,000, which accurately reflects the reasonable value of InsideTrack's recruitment and training time and costs. The terms "employs" and "employed" as used in this section shall be broadly construed to include the employment, hiring, or retention of a person as a full-time employee, part-time employee, independent contractor, subcontractor, agent, consultant, or any similar classification.

**16.2 Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee without reference to the that State's conflicts of law provisions. InsideTrack agrees that it will be subject to the exclusive jurisdiction of the Tennessee Claims Commission in actions that may arise under this Contract. The Contractor acknowledges and agrees that any rights or claims against the State of Tennessee or its employees hereunder, and any remedies arising therefrom, shall be subject to and limited to those rights and remedies, if any, available under Tennessee Code Annotated, Sections 9-8-101 through 9-8-407.

**16.3 Entire Agreement.** This Agreement (including the Business Terms Exhibit and these Standard Terms) constitutes the complete and exclusive statement of the agreement of the parties with respect to the subject matter hereof, and supersedes all prior oral and written proposals, representations, or other communication related to the subject matter hereof. The Services and the actions and commitments of InsideTrack with respect thereto shall not be construed as being directly or indirectly governed by or subject to any other agreement between Client and InsideTrack. There are no third-party beneficiaries to this Agreement.

**16.4 Taxes.** Client is a State entity not subject to taxation.

**16.5 Assignment.** Neither party may assign, in whole nor in part, this Agreement, or any rights or obligations granted, to any other person or entity, without the prior written consent of the other party. Notwithstanding the foregoing, this agreement may be assigned by either party without such consent to (a) a parent, subsidiary, or other corporate affiliate, (b) an acquirer of all or substantially all of its assets, or (iii) a successor by merger, provided that any successor entity shall agree to be bound by the terms and conditions of this Agreement. Any purported assignment in violation of this section shall be void.

**16.6 Waiver.** The failure of either party at any time to enforce any of the provisions of this Agreement or any right under this Agreement, or to exercise any option provided, will in no way be construed to be a waiver of the provisions, rights, or options, or in any way to affect the validity of this Agreement. The failure of either party to exercise any rights or options under the terms or conditions of this Agreement shall not preclude or prejudice the exercising of the same or any other right under this Agreement.

**16.7 Severability.** If any provision or portion of a provision of this Agreement is held invalid or unenforceable, the remainder of the Agreement shall not be affected, and the remaining terms will continue in effect and be binding on the parties, provided that such holding of invalidity or unenforceability does not materially affect the essence of the Agreement.

**16.8 Notice.** Any notice, payment, refund, or demand which is required or provided to be given under this Agreement shall be deemed to have been sufficiently given and received for all purposes when delivered by hand or nationally recognized overnight courier, or five days after being sent by certified or registered mail, postage and charges prepaid, return receipt requested, to the persons and addresses noted in the Business Terms Exhibit.

Executed this \_\_\_\_\_ day of August, 2013

**16.9 Equal Employment Opportunity Clause.** This contract incorporates by reference the following Inside Track, Inc.

\_\_\_\_\_  
Peter J. Wheelan, CEO  
Inside Track, Inc.

clauses: 41 CFR §60-1.4(a); 41 CFR §60-250.5(a); 41 CFR §60-300.5(a); 41 CFR §60-741.5(a) and 29 CFR Part 471, Appendix A to Subpart A. Contractor/vendor must abide by non-segregation regulations at 41 CFR §60-1.8 and any applicable affirmative action obligations as required by 41 CFR §60-1.40(a)(2).

**16.10 Force Majeure.** If either party's performance of obligations (except for payment of fees for Services already rendered) under this Agreement is materially hampered, interrupted, or interfered with for reasons including, but not limited to: fire, casualty, lockout, strike, labor conditions, unavoidable accident, riot, war, earthquake, landslides, or other acts of God, or by the enactment, issuance, or operation of any municipal, county, State, or federal law, ordinance or executive, administrative, or judicial regulation, order or decree, or by any local or national emergency, the other party shall be excused from performance of this Agreement and will not be responsible for payment of services not yet rendered.

**16.11 Prohibition on Hiring Illegal Immigrants.** Tennessee Public Chapter No. 878 of 2006, Tennessee Code Annotated §12-4-124, requires that InsideTrack attest in writing that InsideTrack will not knowingly utilize the services of an illegal immigrants in the performance of this Agreement and will not knowingly utilize the services of any subcontractor, if permitted under this Agreement, who will knowingly utilize the services of illegal immigrants in the performance of this Agreement. The attestation shall be made on the form "Attestation re Personnel Used in Contract Performance" (the "Attestation"), which is attached and incorporated into the Agreement by reference as Exhibit 4.

If InsideTrack is discovered to have breached the Attestation, the Commissioner of Finance and Administration shall declare that Inside Track shall be prohibited from contracting or submitting a bid to Client or any other state entity for a period of one (1) year from the date of discovery of the breach. InsideTrack may appeal the one (1) year by utilizing an appeals process in the Rules of Finance and Administration, Chapter 0620.

Tennessee Board of Regents

\_\_\_\_\_  
John G. Morgan, Chancellor  
Tennessee Board of Regents

**Exhibit 1**  
**InsideTrack, Inc. and Austin Peay State University**  
**Business Terms Exhibit**

<b>Client</b>	Austin Peay State University
<b>Contract Term</b>	Begins August 26, 2013 and ends August 25, 2015.
<b>Services</b>	<p>InsideTrack will provide the following Services to Client beginning on the Services Start Date and ending on the Services End Date:</p> <p><u>Coaching for Enrolled Students</u> – InsideTrack will use commercially reasonable efforts, as assessed by a mutually created measurement program detailed in the "Benchmarking Phase, Performance Measurement, and Reporting" section, to provide Coaching Services to Enrolled Students for the purpose of supporting them to achieve their educational goals.</p> <p>Coaching Services will be provided to Enrolled Students for two consecutive academic terms.</p> <p>Coaches will meet with Enrolled Students approximately 2 times per month for the term of Service.</p> <p>InsideTrack and Client acknowledge that the number of monthly meetings described in this section is a target, and that Coaches may arrange more or fewer meetings with Enrolled Students to improve the likelihood of achieving the business objectives of this Agreement.</p>
<b>Students Receiving Services</b>	<p>650 new starting students who register for the August 24, 2013 academic term and are present at their first class after the Add/Drop date shall be considered "Enrolled Students" and shall receive Coaching Services as defined in the Services section of this agreement.</p> <p>650 new starting students who register for the August 23, 2014 academic terms and are present at their first class after the Add/Drop date shall be considered "Enrolled Students" and shall receive Coaching Services as defined in the Services section of this agreement.</p>
<b>Services Start Date</b>	InsideTrack will begin providing Coaching Services to Enrolled Students on August 26, 2013.
<b>Services End Date</b>	InsideTrack will cease working with new Enrolled Students on August 25, 2015.
<b>Staffing</b>	InsideTrack will provide sufficient Coach staffing to deliver the Services by telephone. One of these Coaches will serve as InsideTrack's Campus Director for Client.
<b>Facilities and Expenses</b>	InsideTrack will cover all direct expenses of providing the Services by telephone, including Coach compensation,

office rent, computers, Internet connectivity, curriculum, and telephone equipment and services.

**Benchmarking Phase,  
Performance Measurement,  
and Reporting**

InsideTrack and Client will collaborate on a Benchmarking Phase to measure the economic benefits of the Services and improve the Services. The responsibilities of each party during the Benchmarking Phase are more fully described in the Standard Terms.

No later than October 15, 2013, the parties will mutually collaborate in the creation of a measurement program titled "Success Measures" that will be used to evaluate the impact of the Services on student persistence, student satisfaction, and academic progress. The Success Measures will define and utilize primary, secondary and tertiary measures of success, and will include a measurement program timeline and guidelines for reporting of results.

Client will provide timely lead, application, start and drop data to InsideTrack for the purpose of contacting students and measuring performance, and InsideTrack will provide timely performance reporting to Client.

Re-enrollment data reflecting the re-enrollment of both Enrolled Students and un-coached students as of May 31, 2013 shall be analyzed by Inside Track and Client promptly once the data becomes available. If retention of the Enrolled Students is lower than the retention rate of un-coached, Client shall have the option of cancelling the second year of the Agreement and shall only be responsible for costs incurred up to the date of cancellation.

**Service Fees**

Client will pay InsideTrack an Implementation Fee of \$30,000 on August 26, 2013 upon presentation by Inside Track of an invoice.

For Coaching Services, Client will pay InsideTrack \$487,500 on January 2, 2014 and \$455,000 on August 1, 2014 upon presentation by Inside Track of an invoice.

**Payment Terms**

Payment for Coaching Services to Enrolled Students will be due and payable as described in the Services Fees section of this agreement. InsideTrack will issue invoices 30 days in advance of the above described due dates with net 30 payment terms. Client will work with InsideTrack to issue purchase order(s) and other authorizations sufficient to enable timely payment.

**Client Notice and Mailing  
Address**

Stephanie Reeves, University Counsel  
Austin Peay State University  
601 College Street  
Clarksville, TN 37044  
[reeverss@apsu.edu](mailto:reeverss@apsu.edu)

**Client Billing Address**

Accounts Payable

Austin Peay State University  
601 College Street  
Clarksville, TN 37044

**Terms and Conditions**

The relationship between Client and InsideTrack will be governed by this Business Terms as supplemented by InsideTrack's Standard Terms and Conditions of Service ("Standard Terms") attached hereto and incorporated herein by reference. Client specifically acknowledges receipt and assents to the terms of the Standard Terms. In the case of any conflict between this Business Terms Exhibit and the Standard Terms, the terms of this Business Terms Exhibit shall govern.

**Joint Press Release**

Client will reasonably cooperate with InsideTrack in the publication of a press release announcing this Agreement as further described in the Standard Terms. InsideTrack will write the release and present it to Client for timely approval prior to publication.

Agreed to and accepted this \_\_\_\_\_ day of \_\_\_\_\_, 2013, by:

---

Peter J. Wheelan  
CEO  
InsideTrack, Inc.  
150 Spear Street, 9<sup>th</sup> Floor  
San Francisco, CA 94105

---

Timothy Hall  
President  
Austin Peay State University  
601 College Street  
Clarksville, TN 37044

**Exhibit 2**  
**InsideTrack, Inc. and Nashville State Community College**  
**Business Terms Exhibit**

<b>Client</b>	Nashville State Community College
<b>Contract Term</b>	Begins August 26, 2013 and ends August 25, 2015.
<b>Services</b>	<p>InsideTrack will provide the following Services to Client beginning on the Services Start Date and ending on the Services End Date:</p> <p><u>Coaching for Enrolled Students</u> – InsideTrack will use commercially reasonable efforts, as assessed by a mutually created measurement program detailed in the "Benchmarking Phase, Performance Measurement, and Reporting" section, to provide Coaching Services to Enrolled Students for the purpose of supporting them to achieve their educational goals.</p> <p>Coaches will meet with Enrolled Students approximately four times per month for one academic term.</p> <p>InsideTrack and Client acknowledge that the number of monthly meetings described in this section is a target, and that Coaches may arrange more or fewer meetings with Enrolled Students to improve the likelihood of achieving the business objectives of this Agreement.</p>
<b>Students Receiving Services</b>	For each academic year during the Contract Term, up to 250 new starting students who register for the Fall academic term and up to 250 new starting students who register for the Winter and/or Spring terms who are present at their first class after the Add/Drop date shall be considered "Enrolled Students" and shall receive Coaching Services as defined in the Services section of this agreement.
<b>Services Start Date</b>	InsideTrack will begin providing Coaching Services to Enrolled Students approximately one week prior to the first day of the Fall academic term.
<b>Services End Date</b>	InsideTrack will cease working with new Enrolled Students on the final day of the Spring 2015 academic term.
<b>Staffing</b>	InsideTrack will provide sufficient Coach staffing to deliver the Services by telephone. One of these Coaches will serve as InsideTrack's Campus Director for Client.
<b>Facilities and Expenses</b>	InsideTrack will cover all direct expenses of providing the Services by telephone, including Coach compensation, office rent, computers, Internet connectivity, curriculum, and telephone equipment and services.
<b>Benchmarking Phase, Performance Measurement,</b>	InsideTrack and Client will collaborate on a Benchmarking Phase to measure the economic benefits of the Services and

## and Reporting

improve the Services. The responsibilities of each party during the Benchmarking Phase are more fully described in the Standard Terms.

No later than September 30, 2013, the parties will mutually collaborate in the creation of a measurement program titled "Success Measures" that will be used to evaluate the impact of the Services on student persistence, student satisfaction, and academic progress. The Success Measures will define and utilize primary, secondary and tertiary measures of success, and will include a measurement program timeline and guidelines for reporting of results.

Client will provide timely lead, application, start and drop data to InsideTrack for the purpose of contacting students and measuring performance, and InsideTrack will provide timely performance reporting to Client.

Re-enrollment data reflecting the re-enrollment of both Enrolled Students and un-coached students as of May 31, 2013 shall be analyzed by Inside Track and Client promptly once the data becomes available. If retention of the Enrolled Students is lower than the retention rate of un-coached, Client shall have the option of cancelling the second year of the Agreement and shall only be responsible for costs incurred up to the date of cancellation.

## Service Fees

For the Services, Client will pay InsideTrack Service Fees on the following payment schedule:

<u>Due Date</u>	<u>Description of Payment</u>	<u>Amount Due</u>
August 26, 2013	Implementation fee	\$6,000
August 26, 2013	Travel fee	\$2,500
August 26, 2013	Coaching Services fee for Fall 2013	\$149,250
January 2, 2014	Coaching Services fee for Winter/Spring 2013-14	\$149,250
August 26, 2014	Travel fee	\$2,500
August 26, 2014	Coaching Services fee for Fall 2014	\$149,250

January 2, 2015	Coaching Services fee for Winter 2015	\$149,250
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Travel and per diem expenses shall not exceed the limits of the then current TBR policy.

**Payment Terms**

Payment for Coaching Services to Enrolled Students will be due and payable as described in the Services Fees section of this agreement. InsideTrack will issue invoices 30 days in advance of the above described due dates with net 30 payment terms. Client will work with InsideTrack to issue purchase order(s) and other authorizations sufficient to enable timely payment.

**Client Notice and Mailing Address**

Dr. George H. Van Allen, President  
Nashville State Community College  
120 White Bridge Road  
Nashville, TN 37209

**Client Billing Address**

Accounts Payable  
Nashville State Community College  
120 White Bridge Road  
Nashville, TN 37209

**Terms and Conditions**

The relationship between Client and InsideTrack will be governed by this Business Terms as supplemented by InsideTrack's Standard Terms and Conditions of Service ("Standard Terms"), attached hereto and incorporated herein by reference. Client specifically acknowledges receipt and assents to the terms of the Standard Terms. In the case of any conflict between this Business Terms Exhibit and the Standard Terms, the terms of this Business Terms Exhibit shall govern.

**Joint Press Release**

Client will reasonably cooperate with InsideTrack in the publication of a press release announcing this Agreement as further described in the Standard Terms. InsideTrack will write the release and present it to Client for timely approval prior to publication.

Agreed to and accepted this \_\_\_\_ day of \_\_\_\_\_, 2013, by:

\_\_\_\_\_  
Peter J. Wheelan  
CEO  
InsideTrack, Inc.  
150 Spear Street, 9<sup>th</sup> Floor  
San Francisco, CA 94105

\_\_\_\_\_  
Dr. George H. Van Allen  
President  
Nashville State Community College  
120 White Bridge Road  
Nashville, TN 37209

## INSTITUTION NAME

### JUSTIFICATION FOR NON-COMPETITIVE PURCHASES AND CONTRACTS

**(1) Description of service to be acquired:**

InsideTrack will provide one-on-one coaching to enrolled students. InsideTrack will contact students regularly and use information on student performance and participation to work with students to solve registration problems; review long and short term goals; identify successful or unsuccessful strategies; and to create strategies, plans and deadlines for accomplishing their educational goals. Student feedback and insights accumulated during the process can then be used to make operational changes within the institution to improve student success.

**(2) Explanation of the need for or requirement placed on the procuring institution to acquire the service:**

As part of APSU's continuing efforts to improve student outcomes in keeping with the goals of the Complete College Tennessee Act, InsideTrack will work with the university to improve student retention and persistence by providing one-on-one executive-style coaching to enrolled students. Because of InsideTrack's prior experience providing its service to more than 350,000 students at other universities, it has proprietary resources, including process expertise, data, and analytics and technology that are not available from other sources.

**(3) Name and address of the proposed contractor's principal owner(s):**

InsideTrack, Inc.  
150 Spear Street, Suite 900  
San Francisco, CA 94105

**(4) Evidence that the proposed contractor has experience in providing the same or similar service and evidence of the length of time the contractor has provided the same or similar service:**

InsideTrack has been in operation since 2001 and since that time has coached more than 350,000 students at various universities. The service provided by InsideTrack has been the subject of several research studies, including a Stanford University study: Bettinger, E.P., Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring (Working Paper No. 16881), which was reviewed by the Institute of Education Sciences What Works Clearinghouse.

**(5) Explanation of whether the service was ever bought by the procuring institution in the past, and if so, what method was used to acquire it and who was the contractor:**

No.

**(6) Description of procuring institution's efforts to used existing institutional employees and resources or, in the alternative, to identify reasonable, competitive, procurement alternatives (rather than to use non-competitive negotiation):**

APSU has no existing employees who could provide the services being offered by Inside Track. This two year program is an experiment by APSU to determine if the services will increase student success and retention. APSU has the option of terminating the agreement at the end of the first year if retention rates in the coached group do not exceed the control group. Therefore, APSU does not want to hire full time employees that it may later have to let go if the experiment is not successful.

There is no other company providing this type of institution wide service with which to hold a competitive negotiation.

**(7) Justification of why the state institution should acquire the service through non-competitive negotiation (list the applicable factor(s) from Section XIV(B) of TBR Policy No. 4:02:10:00):**

Acquisition of the InsideTrack's services is justified by factors 1, 2, and 4 below:

1. Whether the vendor possesses exclusive and/or predominant capabilities or the items contain a patented feature providing superior utility not obtainable from similar products.
2. Whether the product or service is unique and easily established as one of a kind.
4. Whether the product is available from only one source and not merchandised through wholesalers, jobbers, and retailers.

InsideTrack is currently the sole provider of institution-wide coaching programs for enrolled students. As a result of its experience in this area, InsideTrack has developed proprietary processes and data related to those services, including educational management processes, assessment tools, and technology for communicating with student and reporting outcomes. Because InsideTrack holds all rights to the design, methodology, processes, and technology that it has developed, its program can offer beneficial resources that are unique to it.

\_\_\_\_\_  
**(Signature of person completing form)**

\_\_\_\_\_  
**Date**

**Exhibit 3**  
**InsideTrack, Inc. and Northeast State Community College**  
**Business Terms Exhibit**

<b>Client</b>	Northeast State Community College
<b>Contract Term</b>	Begins August 26, 2013 and ends August 25, 2015
<b>Services</b>	<p>InsideTrack will provide the following Services to Client beginning on the Services Start Date and ending on the Services End Date:</p> <p><u>Coaching for Enrolled Students</u> – InsideTrack will use commercially reasonable efforts, as assessed by a mutually created measurement program detailed in the "Benchmarking Phase, Performance Measurement, and Reporting" section, to provide Coaching Services to Enrolled Students for the purpose of supporting them to achieve their educational goals.</p> <p>Coaches will meet with Enrolled Students approximately four times per month for one academic term.</p> <p>InsideTrack and Client acknowledge that the number of monthly meetings described in this section is a target, and that Coaches may arrange more or fewer meetings with Enrolled Students to improve the likelihood of achieving the business objectives of this Agreement.</p>
<b>Students Receiving Services</b>	For each academic year during the Contract Term, up to 250 new starting students who register for the Fall academic term and up to 250 new starting students who register for the Winter and/or Spring terms who are present at their first class after the Add/Drop date shall be considered "Enrolled Students" and shall receive Coaching Services as defined in the Services section of this agreement.
<b>Services Start Date</b>	InsideTrack will begin providing Coaching Services to Enrolled Students approximately one week prior to the first day of the Fall academic term.
<b>Services End Date</b>	InsideTrack will cease working with new Enrolled Students on the final day of the Spring 2015 academic term.
<b>Staffing</b>	InsideTrack will provide sufficient Coach staffing to deliver the Services by telephone. One of these Coaches will serve as InsideTrack's Campus Director for Client.
<b>Facilities and Expenses</b>	InsideTrack will cover all direct expenses of providing the Services by telephone, including Coach compensation, office rent, computers, Internet connectivity, curriculum, and telephone equipment and services.
<b>Benchmarking Phase,</b>	InsideTrack and Client will collaborate on a Benchmarking

Agreed to this \_\_\_\_ day of \_\_\_\_\_, 2013, by:

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Peter J. Wheelan  
CEO  
Inside Track, Inc.  
150 Spear Street, 9<sup>th</sup> Floor  
San Francisco, CA 94105

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Dr. Janice H. Gilliam  
President  
Northeast State Community College  
2425 Highway 75  
Blountville, TN 37617

**ATTESTATION RE PERSONNEL USED IN CONTRACT PERFORMANCE**

CONTRACT NUMBER:	
CONTRACTOR LEGAL ENTITY NAME:	Inside Track, Inc,
FEDERAL EMPLOYER IDENTIFICATION NUMBER: (or Social Security Number)	

**The Contractor, identified above, does hereby attest, certify, warrant, and assure that the Contractor shall not knowingly utilize the services of an illegal immigrant in the performance of this Contract and shall not knowingly utilize the services of any subcontractor who will utilize the services of an illegal immigrant in the performance of this Contract.**

**SIGNATURE &  
DATE:**

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NOTICE: This attestation MUST be signed by an individual empowered to contractually bind the Contractor. If said individual is not the chief executive or president, this document shall attach evidence showing the individual's authority to contractually bind the Contractor.

August 26, 2014	Coaching Services fee for Fall2014	\$149,250
January 2, 2015	Coaching Services fee for Winter 2015	\$149,250

Travel and per diem expenses may not exceed the limits set by the then current TBR policy.

**Payment Terms**

Payment for Coaching Services to Enrolled Students will be due and payable as described in the Services Fees section of this agreement. InsideTrack will issue invoices 30 days in advance of the above described due dates with net 30 payment terms. Client will work with InsideTrack to issue purchase order(s) and other authorizations sufficient to enable timely payment.

**Client Notice and Mailing Address**

Northeast State Community College  
 Attn: Kathy Coleman  
 PO Box 246  
 Blountville, TN 37617

**Client Billing Address**

Accounts Payable  
 Northeast State Community College  
 PO Box 246  
 Blountville, TN 37617

**Terms and Conditions**

The relationship between Client and InsideTrack will be governed by this Business Terms as supplemented by InsideTrack's Standard Terms and Conditions of Service ("Standard Terms as amended"), attached hereto and incorporated herein by reference. Client specifically acknowledges receipt and assents to the terms of the Standard Terms. In the case of any conflict between this Business Terms Exhibit and the Standard Terms, the terms of this Business Terms Exhibit shall govern.

**Joint Press Release**

To the extent permitted by Tennessee law, Client will reasonably cooperate with InsideTrack in the publication of a press release announcing this Agreement as further described in the Standard Terms. InsideTrack will write the release and present it to Client for timely approval prior to publication.



July 2, 2013

Louis P. Svendsen  
University Counsel  
Tennessee Board of Regents  
1415 Murfreesboro Pike  
Suite 336  
Nashville, Tennessee 37217

Dear Mr. Svendsen:

This letter certifies that InsideTrack, Inc. is the sole provider of institution-wide coaching programs for enrolled students of higher education in the United States.

InsideTrack applies a proven methodology, utilizing technology and assessment tools not used by any other coaching program, for assisting students in achieving their goals while maintaining "life" obligations to career, family, and community, based on leading industry research and refined over more than a 12-year period.

Aspects of our services that are unique to InsideTrack include the following:

- **Evidence of Impact and Cost-Effectiveness:** Over 100 randomized experiments, independently validated by third-party studies conducted by Stanford University, the U.S. Department of Education What Works Clearinghouse, and the Coalition for Evidence-Based Policy, confirm that InsideTrack improves student persistence and does so in a cost-effective manner for our client universities.
- **Proprietary Technology and Analytics Platform:** InsideTrack is the only coaching program that utilizes a customized and sophisticated cloud platform designed specifically to manage student engagement and success, combining relationship management and communications technology with advanced integration and reporting capabilities.
- **Student Impact 4:** A formal, internal continuous improvement program, Student Impact 4 is the only coaching initiative that leverages "Big Data" analysis and professional insight to match the right coach to the right student with the right timing and the right content.
- **Recruiting, Training and Certification Program:** All coaches are hired using InsideTrack's unique and rigorous 8-step recruiting process. InsideTrack's proprietary training program features a 6-level certification program that includes regular monitoring, measurement and feedback.

- Research on Student Decision-Making Behavior: InsideTrack conducts and owns a wealth of proprietary research into student decision-making behavior, including identifying their reasons for pursuing an education, selection criteria for institutions, and programs and factors affecting persistence, progress, completion and employment.
- Expertise and Insight: No other company offers the breadth and depth of expertise and insights that InsideTrack has accumulated from its work with more than 500,000 prospective and enrolled students at a broad range of colleges and universities across the country, from highly selective private graduate programs to open-enrollment online programs and community colleges.
- Ability to Operationalize Student Feedback: With over a decade of experience, InsideTrack is uniquely able to collect the student feedback received during coaching and operationalize necessary changes at its client universities.

In addition to being the sole source for institution-wide coaching programs for enrolled students, InsideTrack is also the sole vendor for providing its comprehensive services. InsideTrack does not utilize resellers or distributors to provide its services.

InsideTrack holds all rights to the design, methodology, processes and technology and is exclusively able to establish pricing, modify, or implement InsideTrack Coaching with a client university. InsideTrack protects its proprietary information via trademark, copyright, and trade secrets.

If you have any questions or require additional information, please contact us.

Sincerely,



Peter J. Wheelan  
CEO  
InsideTrack, Inc.  
[Pete.wheelan@insidetrack.com](mailto:Pete.wheelan@insidetrack.com)  
[www.insidetrack.com](http://www.insidetrack.com)

# **The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring**

Dr. Eric P. Bettinger, Stanford University School of Education

Rachel Baker, Stanford University School of Education

March 7, 2011

## **Abstract:**

College completion and college success often lag behind college attendance. One theory as to why students do not succeed in college is that they lack key information about how to be successful or fail to act on the information that they have. We present evidence from a randomized experiment which tests the effectiveness of individualized student coaching. Over the course of two separate school years, InsideTrack, a student coaching service, provided coaching to students from public, private, and proprietary universities. Most of the participating students were non-traditional college students enrolled in degree programs. The participating universities and InsideTrack randomly assigned students to be coached. The coach contacted students regularly to develop a clear vision of their goals, to guide them in connecting their daily activities to their long term goals, and to support them in building skills, including time management, self advocacy, and study skills. Students who were randomly assigned to a coach were more likely to persist during the treatment period, and were more likely to be attending the university one year after the coaching had ended. Coaching also proved a more cost-effective method of achieving retention and completion gains when compared to previously studied interventions such as increased financial aid.

## **Introduction**

While college attendance rates have risen dramatically over the past four decades, college completion has not kept pace. For example, while the percentage of 23-year olds with some college experience increased by 31 percent between 1971 and 1999, degree completion by this age increased by only 4 percent (Turner 2004). Part of this decline is due to students taking more time to complete degrees (e.g. Turner 2004, Dynarski and Deming 2008), yet whereas the U.S. previously led the world in the percentage of the population having bachelor's degrees, it has now lost that leadership. Over the last three decades, cohort-based completion rates have increased by 2-3 percentage points across cohorts in the US while other OECD countries such as the UK and France have seen 10-15 percentage point increases in completion rates (OECD 2007).

These concerns about educational attainment have led to increased scrutiny of college completion and movements to hold universities accountable for graduation rates. Foundations and policymakers have increased their focus on improving persistence and graduation rates. For example, President Obama's 2009, 2010 and 2011 State of the Union addresses have all touched on college completion, most notably in 2009 when he said, "This country needs and values the talents of every American. That is why we will provide the support necessary for you to complete college and meet a new goal: by 2020, America will once again have the highest proportion of college graduates in the world" (Obama, 2009). This focus on completion rates is not new; universities have long been concerned with low completion rates and have actively searched for strategies to increase college persistence and completion. One such effort which is the focus of our paper has been the use of mentors and coaches to facilitate student persistence and completion.

The use of college counselors is a well established practice in higher education. Work by Tinto (1975, 1998) on the social and academic factors leading to dropout and recent studies (e.g. Goldrick-Rab 2010, Bettinger, Long, Oreopoulos, and Sanbonmatsu 2010) highlight how personalized support and advising might bridge students' informational gaps and help students complete tasks they might not otherwise complete.

Our paper focuses on coaching, a form of college mentoring. InsideTrack is an independent provider of coaching services that incorporates a combination of methodologies, curricula, and technologies. InsideTrack matches students to potential coaches, and these coaches regularly contact their students to provide help and support as they are starting a semester of study and as they continue through their first year in school. In coaches' interactions with students, they work to help students prioritize their studies, plan how they can be successful, and identify and overcome barriers to students' academic success. Specifically, the coaches focus significant time assessing the student's life outside of school, which InsideTrack has found to be the leading influencer on student persistence and completion. Topics such as personal time commitments (work scheduling), primary care-giving responsibilities, and financial obligations are common during a student-coach interaction.

Over the past decade, InsideTrack has provided student coaching at a variety of public, private, and proprietary colleges. The company's model focuses on partnering with universities to deliver its mentoring program. Inside Track provides required people, processes and technologies. The economies of scale the company realizes from serving multiple institutions enables it to make investments that are typically out of reach for individual colleges and universities.

Our data come from InsideTrack. We requested data from InsideTrack for the 2003-2004 school years and the 2007-2008 school years.<sup>1</sup> During these two years, InsideTrack conducted a total of 17 different randomized studies in cooperation with participating universities. InsideTrack wanted to convince the participating universities of its effectiveness, so to eliminate bias, InsideTrack used randomization in each of these cohorts to determine with which students they worked. Within institutions, InsideTrack randomly divided eligible students into two balanced groups and then allowed the respective institution to choose which set of students would receive support. These pseudo-lotteries enable us to compare the set of students who received coaching to those who did not and to create unbiased estimates of the impact of the services.<sup>2</sup>

We find that retention and completion rates were greater in the coached group. This held true for every length of time following enrollment. After six months, students in the coached group were 5.2 percentage points more likely to still be enrolled than students in the non-coached group (63.2 percent vs. 58.0 percent). At the end of 12 months, the effect was 5.3 percentage points. The effects persisted for at least one more year after the coaching had concluded. After 18 months, there was a 4.3 percentage point increase in college retention and after 24 months, there was still a 3.4 percentage point treatment effect from the coaching. These differences are all statistically significant over a 99 percent confidence interval. Moreover, these results do not

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<sup>1</sup> InsideTrack worked with more than just these 17 cohorts during these two years. The 17 cohorts represent all of the cases where lotteries were used in these two years. The research team selected the two years used in the research. We chose the 2004 cohorts so that we could make some comparisons to the 2003/2004 Beginning Postsecondary Study. We chose the 2007 cohorts as they are the most recent cohort for whom we observe 24-month retention rates.

<sup>2</sup> InsideTrack also worked with additional cohorts in the two years upon which we focus. In these other cohorts, the universities or colleges wanted InsideTrack to serve all students at their campus rather than a subset. In order to identify the effects of the program, we focus on the 17 cohorts where lotteries were used.

change when we control for age, gender, ACT score, high school GPA, SAT score, on- or off-campus residence, receipt of a merit scholarship, Pell Grant awards, math and English remediation. For three cohorts for which we have degree completion data, we find that graduation rates increased by four percentage points. All of these estimated effects represent the intention to treat, and given that not all students selected for the treatment actually participated in the treatment, estimates of the effect of the treatment on the treated are likely much higher.

## **II. Background on Student Coaching**

### ***College Retention Studies***

College retention has long been the focus of research in sociology, education, and economics, and the relationship between student and institutional characteristics and college graduation rates has been a frequent topic in the academic literature (e.g. Tinto 1975, 1998; Gansemer-Topf and Schuh 2006 ). The academic literature has identified several barriers which could potentially reduce graduation rates. For example, one direction of research has largely focused on financial barriers and liquidity constraints (e.g. Dynarski and Deming 2010, Belley and Lochner 2008) or students' incentives (e.g. Angrist, Lang, and Oreopoulos 2006). These studies often focus on identifying the effects of additional financial aid on students' persistence and graduation (e.g. Dynarski 2010, Bettinger 2004).

There are other lines of research which are germane to our study of college mentorship. College mentorship has elements of academic preparation, information gathering, and social integration. For example, one of the goals of a college mentor is to help a student academically

prepare for their courses. Academic preparation has long been acknowledged as a contributing factor to college retention (e.g. Adelman & Gonzalez 2006). Studies of college remediation (e.g. Calcagno and Long 2008, Bettinger and Long 2008) have attempted to identify whether academic remediation can improve students' college outcomes. In college mentoring, the mentors often counsel students both on how to acquire better study skills and on how to identify additional academic resources at their respective institutions.

Another related line of study comes from the emerging research in behavioral economics. Recent studies have focused on the complexity of processes that students face and the information upon which they make decisions (e.g. Bettinger, Long, Oreopoulos, and Sanbanmatsu 2010). Students often need a "nudge" (Thaler 2008) to complete complex tasks. In higher education, it is often assumed that course requirements provide that nudge or that students are sufficiently self-motivated to not need external stimuli. College graduation rates show that that assumption might not be true; student coaching might be a mechanism to "nudge" students. One of the goals of student coaching is to motivate the students to complete tasks.

A final set of related research focuses on students' feelings of separation and exclusion and how perceived separation might contribute to drop-out rates. Tinto (1975) articulated a theory of retention which suggests that feelings of separation lead to students dropping out. Researchers have attempted to identify ways to decrease students' feelings of separation (e.g. Bloom and Sommo 2005). Student coaching may be a way for universities to reach out to students who may not otherwise be connected to their respective institutions.

There are a number of related interventions which attempt to influence students in multiple dimensions. For example, Bloom and Sommo (2005) examined learning communities. Learning communities enroll a cohort of undergraduate students in a common set of courses and

often have these students reside near each other. The idea is to create a “community” where the students will not feel isolated. While the communities in this study led to improved academic performance, they did not increase college persistence. Scrivener et al’s 2008 study of a freshman learning community found that students randomly assigned to the treatment group moved through remedial courses more quickly, took and passed more courses and earned more credits in their first semester than students in the control group. Two years later, they were also more likely to be enrolled in college.

Other interventions have focused on improving the efficacy of students’ academic habits, time management and study skills. For example, Zeidenberg, Jenkins and Calcagno (2007) found that enrollment in a student success course (classes that focus on time management, note taking, learning styles and long term planning) at Florida community colleges corresponded to an increase in persistence rates of eight percentage points. Other studies (e.g. Kern, Fagley, & Miller 1998; Robbins et al 2004) that has shown a positive link between productive study habits and cumulative GPA and college persistence.

In recent years, several educational interventions have attempted to use college counseling as a means for improving college outcomes. However, treatments identified as “counseling” or “advising” vary greatly- some are strictly academic, others focus on study skills and social needs. Some treatments employ school personnel while others test the efficacy of utilizing third party providers.

The need for student support in college has been well documented. Research has found that many community college students have little knowledge of course requirements and are unsure if their courses will meet requirement needs (Goldrick-Rab, 2010). Deil-Amen and Rosenbaum (2003) note that such structured advising is advantageous to students with less social

know-how (first generation college students and those from lower socio-economic backgrounds). They find that such students often do not know that they need help, don't take the initiative to seek it out or don't know what questions to ask.

Additionally, traditional college counseling programs are unable to provide support for all students. A study of counselors at community colleges conducted by the American College Counseling Association found that counselors report high student-to-counselor ratios. Fifty-five percent of schools have counselor to student ratios between 1 per 1500 and 1 per 3500 (Gallagher 2010).

The literature on the effects of college advising on retention is growing. A few rigorous studies have recently been conducted. One study (Scrivener & Weiss 2009) studied the effect of enhanced counseling at two community colleges in Ohio. They found that students randomly assigned to an intervention consisting of increased counseling (meeting with a program counselor twice a term for two terms) and a small stipend (to incentivize students' attendance in this more frequent, intensive advising) registered for classes at a higher rate than did students in the control group. The effects dissipated after the intervention had ended.

Brock and Richburg-Hayes (2006) investigation of the Opening Doors Scholarship program in Louisiana tested the effects of financial incentives and individual college counseling. Students could receive as much as \$1000 per semester for their academic performance. College counselors followed up with students and reminded them of the incentive. Opening Doors students signed up for more credits than those in the treatment group, they were more successful in passing courses and they persisted in school in greater numbers.

Angrist, Lang and Oreopoulos (2009) examined the effects of financial incentives and support services on academic achievement and persistence. Students were randomized into three

treatment groups and a control group. The first treatment group was offered a range of support services including access to mentoring by older students and additional academic support. The second group was eligible to receive a substantial financial fellowship. The third treatment group was offered a combination of services and financial incentives. The authors found that students who were in the group receiving the combination of financial incentives and support services benefited the most. That group earned more credits, had higher GPAs and had lower levels of academic probation over the course of the year. The effect on grades persisted into the second year, after the program had finished. There was no impact on grades found for the services only group and the students who received the fellowship only showed a small increase in grades. Importantly, these results were driven only by significant effects on female students; male students showed no increases in retention or academic success.

These previous studies provide a rich context for the current investigation. While these studies parallel this study in important ways, most of the prior rigorous research on the effects of college counseling has included other factors, most notably financial incentives. While these studies suggest that advising can be an effective strategy for improving college success, the effect of trained one-on-one counselors on retention has not been studied by itself.

### ***Background on InsideTrack***

The motivating principle at InsideTrack is that student coaching in a student's educational career can lead to engagement, learning, retention and an increased probability of completing a degree. InsideTrack began offering services in the 2000-2001 school year and has coached more than 250,000 students nationally. The company first tested its coaching program by offering "free academic strategy sessions" to students at Stanford and UC Berkeley. Building

on the success of these initial coaching curricula, the company partnered with universities to provide coaching to their incoming students. InsideTrack is now the largest provider of student coaching in the country, employing hundreds of coaches who work with thousands of students nationwide.

As part of InsideTrack's services, InsideTrack wanted to demonstrate its success to its partner universities. The universities gave a list of potential students to InsideTrack. Each school determined the criteria for inclusion and the size of the sample and selected students according to their own priorities. While most schools assigned a representative sample of new entrants, there was some heterogeneity in the assignment systems. Some schools focused on full-time students; others assigned part-time students. Some assigned upperclassmen; others assigned new entrants. One school assigned athletes. To demonstrate the effectiveness of its program, InsideTrack randomly divided the students into two groups while monitoring the randomization to make sure that the two groups were balanced across observable characteristics. After balancing the groups, InsideTrack allowed its partner organization to choose which of the two groups would receive counseling and coaching services.<sup>3</sup> These groupings allowed universities to monitor and to evaluate ex-post the efficacy of InsideTrack.

Students were then randomly assigned by InsideTrack to a "coach." The coach presented him or herself as a representative of both InsideTrack and the partner institution. InsideTrack carefully selected these coaches and trained them to work with students in identifying strategies for success. The coaches call their students regularly and in some cases have access to course syllabi, transcripts, and additional information on students' performance and participation in specific courses. InsideTrack uses this additional information in a set of predictive algorithms

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<sup>3</sup> In some cases, the partner organization wanted a smaller control group. In these cases, InsideTrack showed the balance of the two groups and had the respective institutions certify that they were balanced.

that assess each student's daily status for the purpose of reaching out to them on the right issues at the right times. Because of this background knowledge, conversations between coaches and students are both individualized and focused on success in school. Coaches generally work with students over two semesters although some students were part-time students enrolled in a single course. Students have the option to participate or not when contacted by the coach. Coaches contact students via phone, email, text messages and social networking sites. All of the students, regardless of whether they opted to participate in the coaching, are included in our analysis. The goal of the college coach was to encourage persistence and completion by helping students find ways to overcome both academic and "real-life" barriers and to identify strategies for success. Because InsideTrack has worked with a variety of private, public, and proprietary institutions, lessons from InsideTrack may be more generalizable than studies of a particular institution.

### **III. Data and Empirical Methodology**

#### ***Data***

To evaluate InsideTrack's program, we requested the academic records for all of the students who were invited to work with InsideTrack during the 2003-2004 and 2007-2008 school years. During those two years, InsideTrack measured the performance of 13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges.<sup>4</sup> The students were randomly assigned in 17 lotteries – five occurring in the 2003-2004 school year and 12 in the 2007-2008 school year. Across these 17 cohorts, Inside Track randomly assigned 8,049 to receive services. The other

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<sup>4</sup> To protect the respective institutions and their strategies for retention and recruitment, Inside Track did not reveal the names of these colleges to the research team.

5,506 did not receive InsideTrack coaching services. All other services to the students (i.e. support from academic counselors, access to tutoring on campus) remained the same for both groups of students.

In Table 1, we report basic descriptive statistics for the control group and the differences (with their standard errors) for the treatment group. In terms of descriptive characteristics, the profile of students is weighted more toward non-traditional college students. For example, the average age of students is about 31. Only about 25 percent of students are under the age of 23. Unlike higher education throughout the United States, the sample of students is slightly more male (51 percent) than female.

As the fourth column of Table 1 illustrates, the data are somewhat uneven across sites. The most common variable across sites was gender, which we observed in 15 of the lotteries. Age (8 lotteries), SAT (4 lotteries), and campus living conditions (4 lotteries) are the next most common variables.

Random assignment should ensure that our treatment groups are balanced and comparable. As we explained, InsideTrack randomly divided lists of students provided by the partner schools into two groups. InsideTrack had the same data we have when they did the lottery, so in many cases, the balancing occurred on just one or two student characteristics. Once the lists were divided, the schools then chose which group received coaching and which group received the control (no additional services) treatment. While one might expect some small discrepancies, we should largely observe that there are no significant differences between the control and treatment groups. As shown in Table 1, this is the case. In the sample taken as a whole, there were no significant differences between the coached group and the non-coached

group on any of the observable characteristics (gender, age, SAT scores or on- or off-campus residence). Similarly, these variables were missing in comparable proportions of the coached and non-coached groups; there were no significant differences in the information available for the two groups. Because of our sample sizes, we have sufficient power to identify even small differences in the groups. Hence our failure to find differences is an affirmation of the randomization.

To further demonstrate the balance of the treatment and control groups, we can also examine the balance of student characteristics by lottery. Table 2 does exactly this. In most cases, we know little about the overall sample; the lotteries differed on the number of observable characteristics recorded (ranging from one to 14). For each lottery, we tested the difference between the control and treatment groups. The effectiveness of the randomization holds when examining each lottery individually; of the 73 characteristics compared over the 17 lotteries, only one revealed a significant difference between the coached and non-coached groups at the 90 percent confidence level. Had we used a 95 percent confidence interval, we would have found no differences in any of the lotteries.

Finally, Figures 1-3 graph kernel density estimates of the age distributions, SAT scores, and high school grade point averages of both the treatment and control groups. For each variable, the distributions for control and treatment groups are similar. These similarities validate the randomization making it possible to identify the effects solely through comparing coached and non-coached groups within each lottery.

Partner universities also provided data on student persistence after six, twelve, eighteen, and twenty-four months. In some cases, partner institutions provided additional information on students' degree completion. We only track persistence at the partner colleges, but given that

public policies are focused on retention at the institutional level, tracking persistence at this level is important for public policies and institutional success.

### *Empirical Strategy*

Because the proposed treatment was administered using randomization, simple comparisons of participants in the treatment and control groups can identify the relative effects of the interventions. We estimate the “intent-to-treat” (ITT) effect using equation 1:

$$(1) \quad y_{ij} = \delta + \beta * COACH_i + \alpha_j * Lottery_j + bX_i + \varepsilon_{ij}$$

where  $y$  is an outcome for individual  $i$  who participated in lottery  $j$ .  $COACH$  represents whether the individual was randomized into the treatment coaching group. We also include fixed effects for the student participation in a specific lottery, and  $X$  is additional controls for variables such as gender, age, high school GPA, and school type. The outcome of interest is college persistence, measured in six month increments from the start of the treatment. Our standard errors control for heteroskedasticity. As we mentioned above, many of our variables are available for one cohort, but not another. In these cases, we include a dummy variable for each variable indicating whether it is missing or not (e.g. a variable for gender missing, a variable for age missing) while substituting either the mean (for continuous variables) or a value of zero (for binary variables) to the variable itself.

## **IV. Empirical Results**

In Table 3, we report our baseline results. Each column focuses on retention, as reported to InsideTrack by the colleges. We look at retention in six month increments. In Panel A, we report the baseline differences between coached and uncoached students without any controls except for the lottery fixed effects. In Panel B, we add controls for gender, age, ACT score, high school GPA, degree program, living on campus, Pell grant receipt, prior remediation experience, SAT score, and controls for missing values of covariates. The sample size changes across because of data availability from the individual schools.

The baseline persistence rate after six months is 58 percent. This persistence rate is lower than that of the overall population, possibly due to the fact that many of these students are part-time students or older non-traditional students. In contrast to the uncoached persistence rate of 58 percent, the retention rate among coached students was 63 percent. The difference is significant over a 99 percent confidence interval. The relative effect is about a 9 percent increase in retention. When we control for covariates, the treatment effect is constant at about 5 percentage points.

In Column 2, we examine 12 month retention. Here the persistence rates for coached and non-coached students were 48.8 percent and 43.5 percent respectively. The treatment effect does not change as we include covariates in Panel B. The estimated effect represents a 12 percent increase in college retention.

The results after 6 and 12 months occur at a time when, in most cases, the treatment is still active. Coached students during this period are receiving phone calls from their coaches. Columns 3 and 4 show the results after 18 and 24 months. By this point, the coaches are no longer contacting the students. The treatment is over, yet we still find effects. After 18 months, the treatment effect was 4.3 percentage points representing a 15 percent increase in retention in

this sample, and after 24 months, the treatment effect was 3.4 percentage points representing a 14 percent increase in persistence. These differences are all statistically significant over a 99 percent confidence interval. Moreover, these results do not change when we control for age, gender, ACT score, high school GPA, SAT score, on- or off-campus residence, receipt of a merit scholarship, Pell Grant awards, math and English remediation.

For a subsample of students (3 lottery cohorts), we observe whether the student completed a degree within four years of the start of the treatment. InsideTrack worked with a variety of students, and degree completion could mean the completion of a certificate, an associate's degree, or a bachelor's degree. Across the three lottery cohorts, the average completion rate among the control group is 31 percent. The treatment effect is 4 percentage points and is statistically significant over a 90 percent confidence interval.

These graduation results only strengthen our results on retention. In our analysis in Table 3, we have only included students who were attending the university after six, 12, 18, or 24 months. Some students may have completed a degree within the first six to twelve months, and these students would not appear to be attending. Our enrollment data did not include these individuals who might have already graduated. If we were to amend our results in Table 3 by redefining persistence as being persistence at time X or eventual graduation, then the estimated effects become slightly stronger.

These effects on persistence (and completion) are large when compared to other interventions. Goldrick-Rab (2011) examined a randomized experiment where students were given money for attending college without seeing any impact on persistence. Other studies of persistence find that need-based financial aid can modestly improve college persistence (e.g. Bettinger 2004, 2010). These papers find that retention rates increase by 3 percentage points per

\$1000 of aid. In her study of merit-based aid, Dynarski found that full tuition scholarships in Georgia led to 5-11 percentage point increases in college persistence. In the case of the Georgia scholarships, the average expenditure was roughly \$2500 per year. There is no evidence that the effects disappear or persist once students are no longer eligible for aid. Over this period of time, InsideTrack charged roughly \$500 per semester. The effects are stronger in InsideTrack and show persistence at least one year following the end of the treatment.

### ***Robustness***

The balance in the randomization and the failure of covariates to reduce the treatment effect suggest that the results are somewhat robust. One worry might be that a single lottery or single year could somehow account for the treatment effects. In Table 4, we estimate treatment effects separately for each lottery. We focus on the 12-month retention rate and the 24-month retention rate.

All of the lotteries show positive treatment effects after 12 months except for two (lottery 12 and lottery 17). The positive treatment effects are somewhat uniform around the average treatment effect of 5 percentage points. Two lotteries show effects in excess of 10 percentage points. Nine of the observed effects are statistically significant within the lotteries.

After 24 months, we only observe treatment effects in 11 of the 17 lotteries. Among the treatment effects after 24 months that we observe, four are positive and statistically significant with the maximum observed effect around 6.6 percentage points. Five are positive but not statistically significant with three of these five being larger in magnitude than the average treatment effect across all sites. Two are negative with the lowest observed effect at -1.7 percentage points.

The lesson from Table 4 is that the treatment effects are not arising because of one specific lottery. The observed effects are quite similar across sites. Broadly speaking the results suggest that the program is having a consistent effect across sites.

Another possibility is to check whether there are differences in treatment effects across years. If, for example, InsideTrack were to have different levels of effectiveness in different types of schools, we might expect some differences in treatment effects depending on whether InsideTrack's client base is similar across years. If these differences are large enough, then one year's impacts might explain the overall effects, but as we show in Table 5, the effects are balanced across years. Except in one case (2004 cohorts after 24 months), the treatment effects are all positive and significant for both samples across the different time horizons. The effects appear somewhat smaller in the case of the 2007 cohort although the differences are not statistically different except in the estimates of retention after six months. The effects seem to be somewhat balanced over time suggesting that the program's effects are not being driven by one year.

### *Heterogeneity in Treatment Effects*

In Table 6, we investigate whether the effects differ for males and females. In Panel A, we report the effects for females, and in Panel B, we report the effects for males. After six months, the treatment effects were 2.5 percentage points for females and 6.1 percentage points for males. The difference is statistically significant. After 12 months, the treatment effects are 4.5 and 5.4 percentage points for females and males respectively. After 18 months, the treatment effects are 3.3 and 4.7 percentage points for females and males respectively. The impacts of coaching are not significantly different in persistence after 12 or 18 months. The impacts after

24 months are 2.2 and 4.7 percentage points for females and males respectively. These differences are statistically significant.

The difference between the non-coached and coached groups was always greater for males than for females. While males persisted at rates lower than their female peers, student coaching had larger effects for males. Two of the four differences in treatment effects were statistically significant. Male completion rates typically lag behind females and have been somewhat insensitive to interventions. There appears to be some evidence that the effect is larger for males suggesting that this student coaching could reduce gender gaps in completion.

In Table 7, we examine the effects of the program for different age groups. We find that the estimated treatment effects have similar magnitudes across different age groups. The treatment effects are about 3.7 percentage points for students 30 and under after six months and about 6.2 percentage points for students older than 30. The treatment effects are 5.2 and 4.4 percentage points respectively after 12 twelve months. After 18 months, the treatment effects are 4.0 and 3.4 percentage points for students 30 and under and over 30 respectively. After 24 months, the treatment effects are 4.1 and 2.4 percentage points respectively. All of the estimates are positive and only the treatment effect on older students after 24 months is statistically insignificant.

## **V. Conclusion**

Oftentimes in higher education, we assume that students know how to behave. We assume that they know how to study, how to prioritize, and how to plan. However, given what we know about rates of college persistence, this is an assumption that should be called into question. Across all sectors of higher education, more needs to be known about how to increase

college persistence. Literature in economics, education, and sociology suggests that student coaching may be one way to help students succeed in college.

We find exactly this. While coaching was taking place during the first year, coached students were about 5 percentage points more likely to persist in college. This represents a 9 to 12 percent increase in retention. We also find that the effect of coaching on persistence does not disappear after the treatment. Coached students were 3-4 percentage points more likely to persist after 18 months and 24 months. These represented roughly a 15 percent increase in college retention among our sample. All of these effects were statistically significant. For the three campuses for which we have degree completion data, we find that coached students had graduation rates four percentage points higher than uncoached students after four years.

These results are highly supportive of the potential of student coaching. When we compared the costs and benefits of student coaching to programs that target financial aid, we find that student coaching leads to larger effects than financial aid and are much less costly to implement. The persistence of the effects after the treatment period and impact on completion only increases the cost effectiveness.

The results also shed light on recent interventions which included a counseling component. For example, in the Opening Doors initiative, students were provided financial incentives and counseling. While economists have stressed the incentives as being important in the observed effects, the regular contact from a college counselor may have been the operative mechanism by which effects occurred.

Additionally, Angrist, Oreopoulos and Lang (2006) finds that students who had access to incentives and counseling had higher academic performance in college. They, however, did not find any effect of counseling by itself. There are two key differences between InsideTrack and

the intervention studied by Angrist et. al. One is that the counseling was voluntary in the treatment studied by Angrist et. al. Students had to find the counselors. In the case of InsideTrack, the coaching remains voluntary but the counselors attempt to find the students and provide both proactive and continuing outreach to the students. The outreach by counselors was also present in the Opening Doors experiment. Another key difference is that the advisers in the Angrist et al study were trained upper class students, not full-time coaches and were not supported by the process and technology infrastructure that InsideTrack utilizes.

Our study is one of the first studies to use random assignment to evaluate the effects of student coaching, and additional study is warranted. Research in other educational evaluations (e.g. Dee 2004, Bettinger and Long 2004) suggests that the traits of high school and college instructors influence student outcomes. It would be interesting to know if there are specific characteristics of the college coaches which increase their efficacy. We also do not know the specific types of coaching services and the specific actions of coaches which are most effective in motivating students.

Further study can also shed light on how student coaching might affect other student populations. Our study includes public, private, and proprietary institutions, and it includes a broad range of students including students who are pursuing associate's degrees, and bachelor's degrees. While the sample with whom InsideTrack works is more similar to the broad range of college students, we cannot observe all of the unique characteristics of students in our samples, and even if we could, we do not have enough power to identify the effects on important subgroups. We do have power to identify the effects on males and females and younger and older students. We find that the effects do not vary by age. The effects on older students and younger students are similar. While the effects are positive for both males and females, we do

find some evidence that the effect is larger for males. As such, it could reduce some of the disparities in college completion that exist by gender.

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**Table 1. Descriptive Statistics and Balance Across Lotteries**

	Control Group Mean	Difference for Treatment Group	Sample Size	Number of Lotteries With this Variable
Female	.488	.009 (.009)	12,525	15
Missing Gender	.675	-.001 (.001)	13,555	17
Age	30.5	.123 (.209)	9,569	8
Missing Age	.294	.0001 (.0010)	13,555	17
SAT	886.3	-11.01 (16.19)	1,857	4
Missing SAT	.827	.001 (.002)	13,555	17
Living on Campus	.581	-.005 (.017)	1,955	4

Notes: Standard errors appear in parentheses.

**Table 2: Significant Differences in Covariates By Lottery**

Lottery	# of Characteristics	# with Significant Difference (90%)	Lottery	# of Characteristics	# with Significant Difference (90%)
1 (n=1583)	2	0	10 (n=326)	6	0
2 (n=1629)	2	0	11 (n=479)	6	0
3 (n=1546)	2	0	12 (n=400)	2	0
4 (n=1552)	2	0	13 (n=300)	1	0
5 (n=1588)	2	0	14 (n=600)	1	0
6 (n=552)	3	0	15 (n=221)	3	1
7 (n=586)	3	0	16 (n=176)	14	0
8 (n=593)	3	0	17 (n=450)	12	0
9 (n=974)	9	0			

**Table 3. OLS Estimates of Baseline Treatment Effects on Persistence over Time**

	6-month retention	12-month retention	18-month retention	24-month retention	Completed Degree
<i>Control Mean</i>	.580	.435	.286	.242	.312
<u><i>Baseline Model</i></u>					
Treatment Effect	.052*** (.008)	.053*** (.008)	.043*** (.009)	.034** (.008)	.040* (.024)
Lottery Controls	Yes	Yes	Yes	Yes	Yes
N	13,552	13,553	11,149	11,153	1,346
<u><i>Baseline w/ Covariates</i></u>					
Treatment Effect	.051*** (.008)	.052*** (.008)	.042*** (.009)	.033** (.008)	.040* (.024)
Lottery Controls	Yes	Yes	Yes	Yes	Yes
N	13,552	13,553	11,149	11,153	1,346

\* significant over 90 percent CI, \*\* 95 percent CI, \*\*\* 99 percent CI

Notes: When included, covariates include age, gender, ACT score, high school GPA, SAT score, on- or off-campus residence, receipt of a merit scholarship, Pell Grant awards, math and English remediation, and controls for missing values. Standard errors appear in parentheses.

**Table 4: Treatment Effects on Persistence Over Time by Lottery**

Lottery	12-month Persistence	24-month Persistence	Lottery	12-month Persistence	24-month Persistence
1	.078***	.020	10	.052	--
2	.057**	.039**	11	.091**	--
3	.043*	.050**	12	-.055	--
4	.050**	.050**	13	.162***	.054
5	.040	.029	14	.054	-.010
6	.072*	--	15	.136**	--
7	.018	.066**	16	.062	.047
8	.023	-.017	17	.000	.058
9	.058**	--			

\* significant over 90 percent CI, \*\* 95 percent CI, \*\*\* 99 percent CI

Notes: When included, covariates include age, gender, ACT score, high school GPA, SAT score, on- or off-campus residence, receipt of a merit scholarship, Pell Grant awards, math and English remediation, and controls for missing values.

**Table 5. Treatment Effect by Year**

	6-month retention	12-month retention	18-month retention	24-month retention
<i>Control Mean</i>	.617	.479	.381	.356
<u>2004 Lotteries</u>				
Treatment Effect	.088*** (.020)	.070*** (.020)	.068*** (.021)	.030 (.020)
Covariates	Yes	Yes	Yes	Yes
N	1,774	1,745	1,520	1,524
<u>2007 Lotteries</u>				
<i>Control Mean</i>	.573	.426	.265	.217
Treatment Effect	.044*** (.008)	.049*** (.009)	.037*** (.010)	.034*** (.009)
Covariates	Yes	Yes	Yes	Yes
N	11,808	11,808	9,629	9,629

\* significant over 90 percent CI, \*\* 95 percent CI, \*\*\* 99 percent CI

Notes: When included, covariates include age, gender, ACT score, high school GPA, SAT score, on- or off-campus residence, receipt of a merit scholarship, Pell Grant awards, math and English remediation, and controls for missing values. Regressions include fixed effects for lottery. Standard errors appear in parentheses.

**Table 6. Treatment Effects on Retention Over Time by Gender**

	6-month retention	12-month retention	18-month retention	24-month retention
<i>Females</i>				
Control Mean	.661	.497	.346	.299
Treatment Effect (std error)	.025** (.012)	.045*** (.013)	.033** (.014)	.022* (.013)
N	6,045	6,045	4,740	4,744
<i>Males</i>				
Control Mean	.536	.403	.260	.215
Treatment Effect	.061*** (.012)	.054*** (.012)	.047*** (.012)	.047*** (.011)
N	6,479	6,480	5,457	5,457

\* significant over 90 percent CI, \*\* 95 percent CI, \*\*\* 99 percent CI

Notes: When included, covariates include age, gender, ACT score, high school GPA, SAT score, on- or off-campus residence, receipt of a merit scholarship, Pell Grant awards, math and English remediation, and controls for missing values. Regressions include fixed effects for lottery. Standard errors appear in parentheses.

**Table 7. Treatment Effects on Retention Over Time by Age**

	6-month retention	12-month retention	18-month retention	24-month retention
<i>Students 30 or under</i>				
Control Mean	.600	.438	.234	.184
Treatment Effect (std error)	.037*** (.010)	.052*** (.011)	.040*** (.012)	.041*** (.011)
N	7,850	7,850	5,671	5,671
<i>Students over 30</i>				
Control Mean	.513	.400	.311	.266
Treatment Effect	.062*** (.017)	.044*** (.017)	.034** (.016)	.024 (.015)
N	3,958	3,958	3,958	3,958

\* significant over 90 percent CI, \*\* 95 percent CI, \*\*\* 99 percent CI

Notes: When included, covariates include age, gender, ACT score, high school GPA, SAT score, on- or off-campus residence, receipt of a merit scholarship, Pell Grant awards, math and English remediation, and controls for missing values. Regressions include fixed effects for lottery. Standard errors appear in parentheses.

Figure 1. Age Distribution for Treatment and Control Groups.

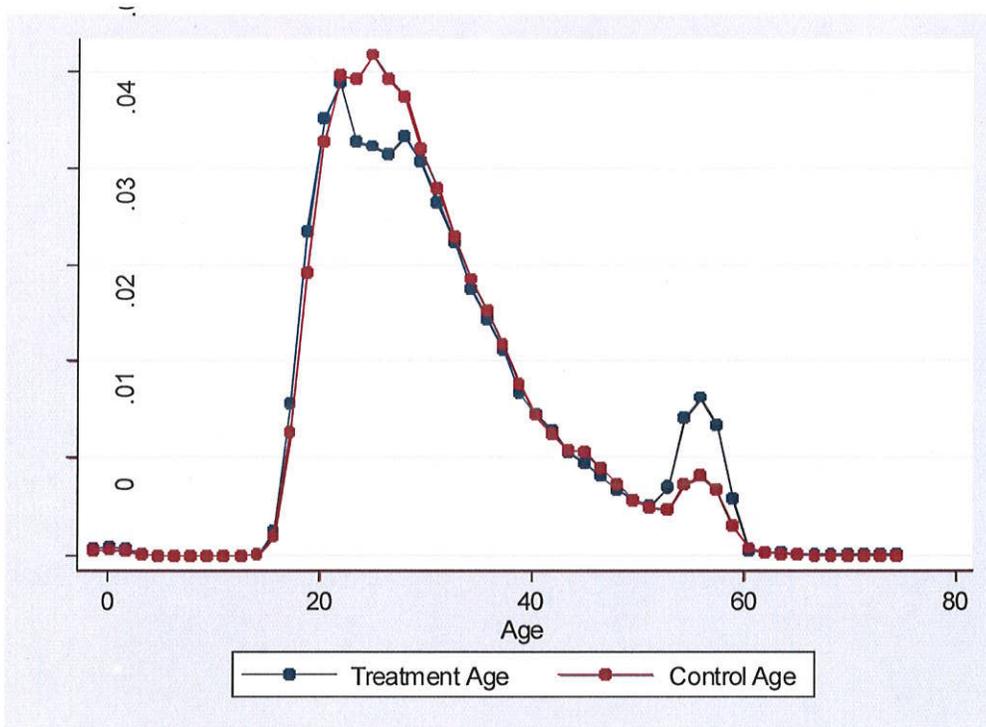


Figure 2. Distribution of SAT Scores for Treatment and Control Groups

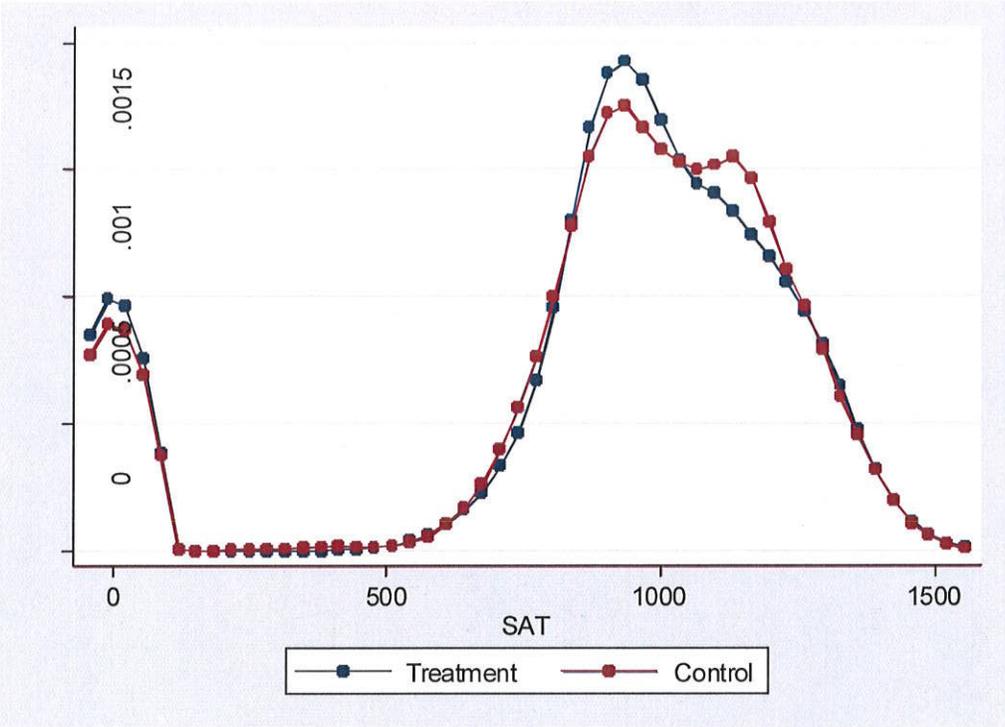
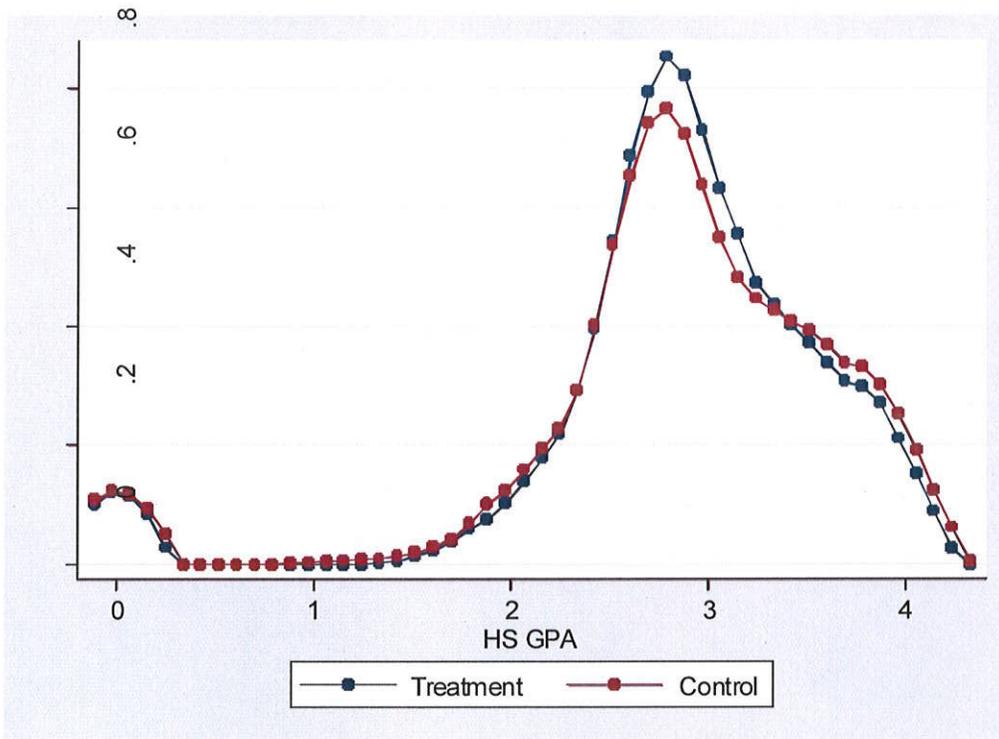


Figure 3. Distributions of High School GPA for Treatment and Control Groups



# What Works Clearinghouse



August 2012

## WWC Review of the Report “The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring”<sup>1</sup>

The findings from this review do not reflect the full body of research evidence on *InsideTrack*.

### What is this study about?

The study examined whether *InsideTrack*, a personalized student coaching service for college students, increased rates of staying in and graduating from college.

The study analyzed data on about 13,500 students who were enrolled in one of eight higher education institutions during the 2003–04 and 2007–08 academic years. These institutions provided lists of students for *InsideTrack* to include in the study.

*InsideTrack* created lotteries that randomly assigned groups of students either to receive coaching services from *InsideTrack* or to serve as the comparison group. Students were moved between groups after random assignment in 10 of the 17 lotteries.

The authors presented two sets of analyses: one based on the subset of seven well-executed lotteries (where students were not moved between groups after random assignment) and the other based on the full set of 17 lotteries.

The study examined whether students stayed in or completed college by comparing the outcomes of all students who were randomly selected to receive *InsideTrack* with the outcomes of students who were not.

### Features of *InsideTrack*

*InsideTrack* is a provider of one-on-one student coaching for college students. It operates independently in cooperation with partner institutions.

Coaches assess students’ lives inside and outside of school and help them overcome barriers to academic success. They contact their students regularly and, when possible, use information on students’ performance and participation in class to inform their discussions.

Coaching services typically last for two semesters, and student participation is voluntary.

Staying in college was measured at six and 12 months after randomization for students in all 17 lotteries. Twelve lotteries also provided information on staying in college for students at 18 and 24 months. Graduation from college was measured for students in three well-executed lotteries.

### What did the study find?

For the seven well-executed lotteries, the study found that students assigned to receive *InsideTrack* were significantly more likely than students in the comparison group to remain enrolled at their institutions. Six months after random assignment, 81% of students in the intervention group were still enrolled, compared to 77% of students in the comparison group. After 12 months, 66% and 51% of the intervention and comparison groups, respectively, were enrolled, and 44% and 37% were enrolled after 18 months.

There was no significant difference in enrollment rates after 24 months. There was also no significant difference in completion rates within four years, a result based on a subset of three well-executed lotteries.

For all 17 lotteries, the study found that students assigned to receive *Inside Track* were significantly more likely to remain enrolled at their institutions than students in the comparison group. Six months after random assignment, 63% of students in the intervention group were still enrolled, compared with 58% of those in the comparison group. After 12 months, enrollment was 49% and 44%, respectively. After 18 months, the numbers were 33% and 29%, and after 24 months, they were 28% and 24%. The study did not examine completion rates within four years for all lotteries.

#### WWC Rating

***The research on the subset of seven well-executed lotteries described in this report meets WWC evidence standards without reservations***

**Strengths:** The lotteries in this subset are well-executed randomized controlled trials with low attrition.

***The research for all lotteries described in this report meets WWC evidence standards with reservations***

**Cautions:** The full set of lotteries includes those in which students were moved between groups after random assignment. These nonrandomly formed groups were equivalent at baseline, so the study meets standards with reservations.

### Appendix A: Study details

Bettinger, E. P., & Baker, R. (2011). *The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring (Working Paper No. 16881)*. Retrieved from: <http://www.nber.org/papers/w16881>.

**Setting** The study was conducted in eight participating universities during the 2003–04 and 2007–08 school years.

**Study sample** Data came from students entering the 2003–04 (five lotteries) and 2007–08 school years (12 lotteries). Students were college students enrolled in public, private, and proprietary universities. Each institution had its own eligibility criteria and provided a list of potential students for *InsideTrack* to randomly assign into two groups. Most institutions provided a representative sample of new college students, including many students who were not traditional college age, but some schools focused on other subgroups, including full-time students, part-time students, upper-classmen, and athletes. *InsideTrack* then performed two types of randomization:

(1) For institutions that wanted equally sized groups (seven out of 17 lotteries, referred to as “well-executed” lotteries), *InsideTrack* created two randomly assigned groups of approximately equal size, and the institution decided which of the two groups would receive the intervention through a coin flip. Following the coin flip, the institution was notified which students were in each group. *InsideTrack* monitored the randomization to make sure that the two groups were balanced across observable characteristics. In some cases, students were moved between groups to achieve balance before the groups were randomly assigned to the intervention and comparison conditions. The authors presented the results for this subset of seven well-executed lotteries separately. In these lotteries, 1,768 students were assigned to the intervention group and 1,768 were assigned to the comparison group.

(2) For institutions that wanted a smaller comparison group (10 out of 17 lotteries), the institution provided *InsideTrack* with a predetermined size for the comparison group, and *InsideTrack* then randomly assigned two groups to meet those size restrictions. In some cases, students were moved between groups to achieve balance after the groups were randomly assigned to the intervention and comparison conditions.

Altogether, 8,049 students were assigned to the intervention group, and 5,506 students were assigned to the comparison group. In the overall sample, the average age of students was 31, and about 51% of the students were male.

**Intervention group** Students in the intervention group received individualized coaching from an *InsideTrack* coach. A coach typically worked with a student for two semesters. Significant time was spent assessing students’ lives outside of school in such areas as personal time commitments, primary caregiving responsibilities, and financial obligations.

**Comparison group**

The comparison condition received no individualized coaching through *InsideTrack*. All students had access to traditional resources provided through their institutions.

**Outcomes and measurement**

The primary outcomes were staying in college and completing a degree within four years. Students in all 17 lotteries were assessed for staying in college at six and 12 months after randomization, and students in 12 lotteries were additionally measured as staying in college at 18 and 24 months after randomization. Degree completion within four years was measured for students in three lotteries, which were part of the subset of seven well-executed lotteries. For a more detailed description of these outcome measures, see Appendix B.

**Reason for review**

This study was eligible for a single study review by receiving significant media attention.

### Appendix B: Outcome measures for each domain

#### Staying in school

*Enrollment (measured 6, 12, 18, and 24 months after randomization)*

Enrollment is measured as a binary variable with a value of one if a student is on a list of enrolled students provided by a participating institution at a point in time. All institutions provided lists of enrolled students at four times after groups were randomized to receive student coaching or the comparison condition: after six and 12 months for all lotteries, and after 18 and 24 months for 12 lotteries.

#### Completing school

*Completing a degree within four years*

Completing a degree within four years is measured as a binary variable with a value of one if a student completes a certificate, an associate's degree, or a bachelor's degree. Three lotteries within the subset of seven well-executed lotteries had information on degree completion within four years.

Appendix C: Study findings for each domain

Domain and outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
<b>Staying in school</b>								
<i>Enrolled 12 months after randomization</i>	Well-executed lotteries	7 lotteries/ 3,527 students	0.66 (0.47)	0.61 (0.49)	0.05	0.10	+4	< 0.01
<b>Domain average for staying in school</b>						<b>0.10</b>	<b>+4</b>	<b>Statistically significant</b>
<b>Completing school</b>								
<i>Completed a degree within four years of the start of intervention</i>	Well-executed lotteries	3 lotteries/ 1,346 students	0.35 (0.48)	0.31 (0.46)	0.04	0.08	+3	< 0.10
<b>Domain average for completing school</b>						<b>0.08</b>	<b>+3</b>	<b>Not statistically significant</b>

**Table Notes:** For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on student outcomes, representing the change (measured in standard deviations) in an average student’s outcome that can be expected if the student is given the intervention. The improvement index is an alternate presentation of the effect size, reflecting the change in an average student’s percentile rank that can be expected if the student is given the intervention. The table presents results in the staying in school domain from the strongest design presented in the study—the design based on the seven well-executed lotteries—measured immediately upon conclusion of the intervention. Later follow-up periods for enrollment outcomes are based on smaller samples. Results for completing school are also from the strongest design, though only three of the seven well-executed lotteries had information on this outcome. The study is characterized as having a statistically significant positive effect on staying in school because univariate statistical tests are reported for each outcome measure, the effect for at least one measure within the domain is positive and statistically significant, and no effects are negative and statistically significant. The study is characterized as having an indeterminate effect on completing school because the mean effect is neither statistically significant nor substantively important.

**Study Notes:** The p-values presented here were reported in the original study. All reported results are rounded to two decimal points.

Appendix D: Supplemental findings by domain

Domain and outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
<b>Staying in school</b>								
<i>Enrolled 6 months after randomization</i>	Well-executed lotteries	7 lotteries/ 3,527 students	0.81 (0.40)	0.77 (0.42)	0.04	0.09	+4	< 0.01
<i>Enrolled 18 months after randomization</i>	Well-executed lotteries	3 lotteries/ 1,344 students	0.44 (0.50)	0.37 (0.48)	0.07	0.14	+6	< 0.01
<i>Enrolled 24 months after randomization</i>	Well-executed lotteries	3 lotteries/ 1,348 students	0.38 (0.48)	0.35 (0.48)	0.03	0.06	+2	> 0.10
<b>Staying in school</b>								
<i>Enrolled 6 months after randomization</i>	All lotteries	17 lotteries/ 13,552 students	0.63 (0.48)	0.58 (0.49)	0.05	0.10	+4	< 0.01
<i>Enrolled 12 months after randomization</i>	All lotteries	17 lotteries/ 13,553 students	0.49 (0.50)	0.44 (0.50)	0.05	0.10	+4	< 0.01
<i>Enrolled 18 months after randomization</i>	All lotteries	12 lotteries/ 11,149 students	0.33 (0.47)	0.29 (0.45)	0.04	0.09	+4	< 0.01
<i>Enrolled 24 months after randomization</i>	All lotteries	12 lotteries/ 11,153 students	0.28 (0.45)	0.24 (0.43)	0.03	0.08	+3	< 0.01

**Table Notes:** For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on student outcomes, representing the change (measured in standard deviations) in an average student's outcome that can be expected if the student is given the intervention. The improvement index is an alternate presentation of the effect size, reflecting the change in an average student's percentile rank that can be expected if the student is given the intervention.

**Study Notes:** The p-values presented here were reported in the original study. All reported results are rounded to two decimal points.

### Endnotes

<sup>1</sup> Single study reviews examine evidence published in a study (supplemented, if necessary, by information from requests to the author[s]) to assess whether the study's design meets WWC evidence standards. The review reports the WWC's assessment of whether the study meets WWC evidence standards and summarizes the study findings following WWC conventions for reporting evidence on effectiveness. The WWC rating applies only to the summarized results, and not necessarily to all results presented in the study. This study was reviewed using the Dropout Prevention review protocol, version 2.0.

### Recommended Citation

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### Glossary of Terms

<b>Attrition</b>	Attrition occurs when an outcome variable is not available for all participants initially assigned to the intervention and comparison groups. The WWC considers the total attrition rate and the difference in attrition rates across groups within a study.
<b>Clustering adjustment</b>	If intervention assignment is made at a cluster level and the analysis is conducted at the student level, the WWC will adjust the statistical significance to account for this mismatch, if necessary.
<b>Confounding factor</b>	A confounding factor is a component of a study that is completely aligned with one of the study conditions, making it impossible to separate how much of the observed effect was due to the intervention and how much was due to the factor.
<b>Design</b>	The design of a study is the method by which intervention and comparison groups were assigned.
<b>Domain</b>	A domain is a group of closely related outcomes.
<b>Effect size</b>	The effect size is a measure of the magnitude of an effect. The WWC uses a standardized measure to facilitate comparisons across studies and outcomes.
<b>Eligibility</b>	A study is eligible for review if it falls within the scope of the review protocol and uses either an experimental or matched comparison group design.
<b>Equivalence</b>	A demonstration that the analysis sample groups are similar on observed characteristics defined in the review area protocol.
<b>Improvement index</b>	Along a percentile distribution of students, the improvement index represents the gain or loss of the average student due to the intervention. As the average student starts at the 50th percentile, the measure ranges from -50 to +50.
<b>Multiple comparison adjustment</b>	When a study includes multiple outcomes or comparison groups, the WWC will adjust the statistical significance to account for the multiple comparisons, if necessary.
<b>Quasi-experimental design (QED)</b>	A quasi-experimental design (QED) is a research design in which subjects are assigned to intervention and comparison groups through a process that is not random.
<b>Randomized controlled trial (RCT)</b>	A randomized controlled trial (RCT) is an experiment in which investigators randomly assign eligible participants into intervention and comparison groups.
<b>Single-case design (SCD)</b>	A research approach in which an outcome variable is measured repeatedly within and across different conditions that are defined by the presence or absence of an intervention.
<b>Standard deviation</b>	The standard deviation of a measure shows how much variation exists across observations in the sample. A low standard deviation indicates that the observations in the sample tend to be very close to the mean; a high standard deviation indicates that the observations in the sample tend to be spread out over a large range of values.
<b>Statistical significance</b>	Statistical significance is the probability that the difference between groups is a result of chance rather than a real difference between the groups. The WWC labels a finding statistically significant if the likelihood that the difference is due to chance is less than 5% ( $p < 0.05$ ).
<b>Substantively important</b>	A substantively important finding is one that has an effect size of 0.25 or greater, regardless of statistical significance.

Please see the WWC Procedures and Standards Handbook (version 2.1) for additional details.