



Advancing Equity Through Part-Time Student Success

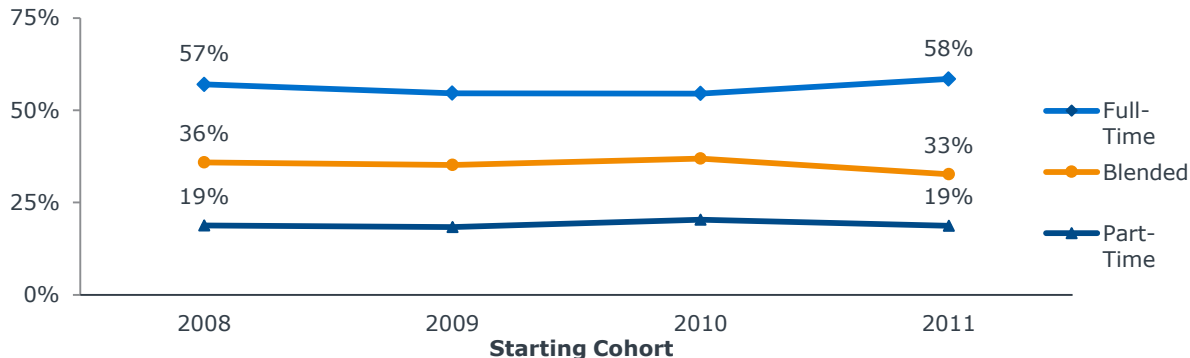
Breaking the College-Work Trade-Off with Flexible Program Design



Part-Time Students the Least Likely to Complete

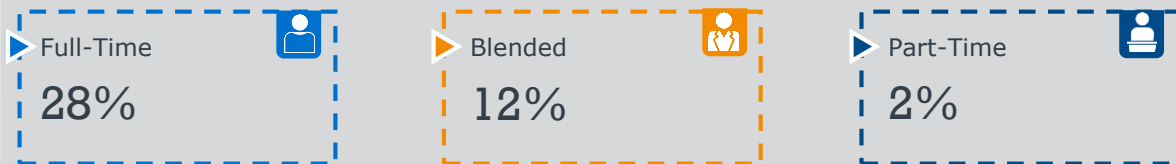
Six-Year Completion Rates Stagnant by Attendance Status

Students Completing a Postsecondary Degree Within Six Years



Part-Time Students Least Likely to Earn a 4-Year Degree

Share of Community College Graduates Who Complete Bachelor's Degree, 2011 Cohort

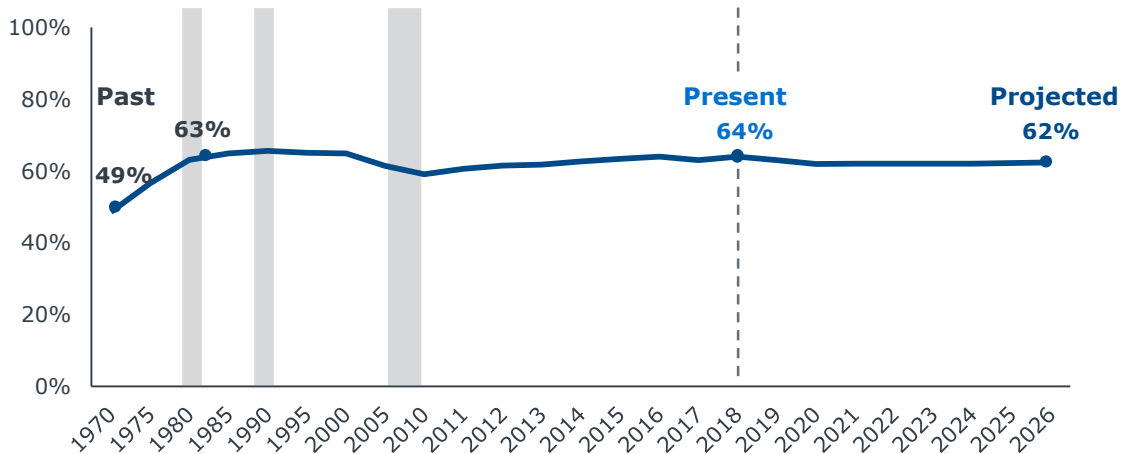




Part-Time Attendance Remains Constant

Part-Time Status Remains Stable Through Boom and Bust Times

Percentage of Students Enrolling Part-Time in the Fall



Vast Majority of Students Enroll Part-Time at Least Once



83%

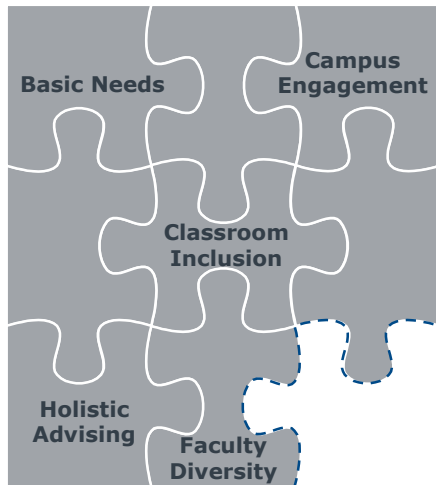
Of community college students enroll part-time at some point during their community college experience

Source: [Digest of Education Statistics](#), National Center for Education Statistics; "[Current Term Enrollment Estimate Spring 2018](#)," National Student Clearinghouse Research Center, May 2018; "Even One Semester," Center for Community College Student Engagement, 2017; EAB interviews and analysis.

An Overlooked Equity Issue

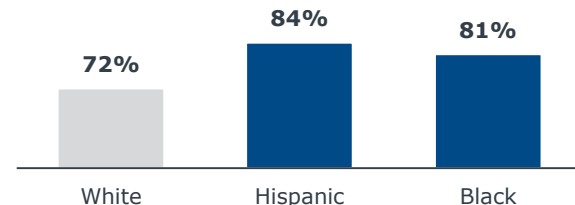
URMs¹ Most Likely to Attend Part-Time—and Least Likely to Complete

Current Equity Efforts Address Many Aspects of the College Experience

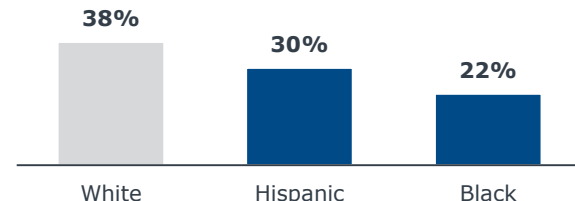


Attendance Status the Missing Piece?

Percentage of Two-Year Students Who Attended Part-Time at Least One Semester, 2011 Cohort



Six-Year Completion Rates of Students Who Attended Part-Time at Least One Semester, 2011 Cohort



1) URM= Underrepresented Minority

Common Part-Time Assumptions Hinder Progress



6

Student Success Efforts Delayed by False Perceptions

Part-Time Student Profile



Part-Time Students Are Adult Students

Part-time students are largely **older**, working adults who attend community college to **build their job-related skill set**, with **no intent to complete**

Most Effective Strategy



Part-Time Students Must Increase Credit Load to Succeed

The only way to ensure success is by **increasing part-time students' credit load** and by incenting them to **attend college full-time**

Level of Impact



Part-Time Student Success Requires Massive Overhaul

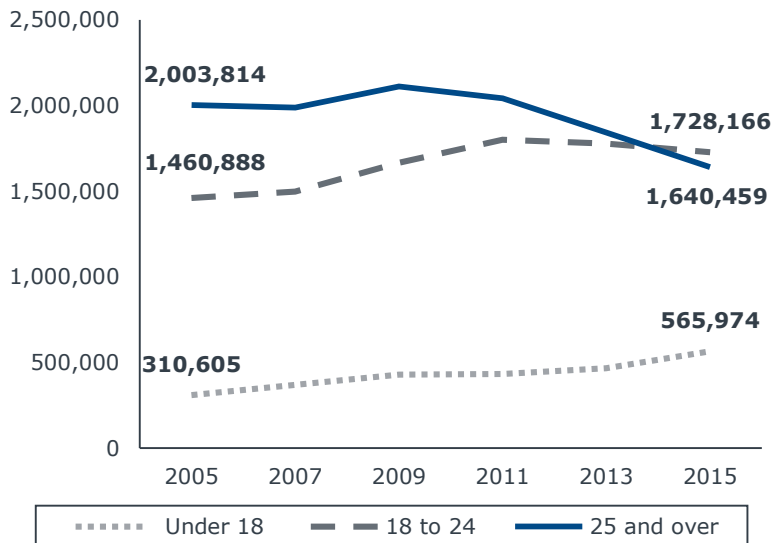
Because they spend less time on campus, it is **impossible to generate** part-time student success at scale without unsustainable investments



Part-Time Students Are Younger Than You Think

Majority of Part-Time Students Are Young...

Part-Time Students Enrolling in the Fall by Age, 2005-2015



...And Trending Younger



18- and 19-year-olds enrolling part-time from 2005 to 2015



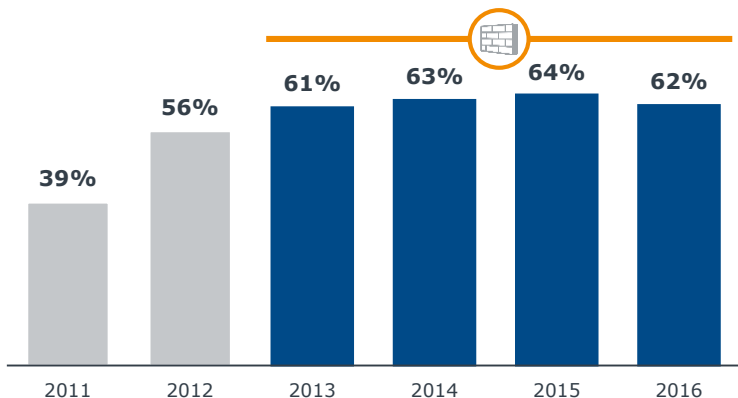
Part-time students in Fall 2005 vs. 2015 between the ages of 18 and 24



Full-Time Campaigns Eventually Plateau

Lessons Learned from Hawaii Enrollment Campaign

Percentage of First-Time Freshmen Taking 15 or More Credits in Initial Fall Semester at University of Hawaii at Manoa



A Much Lower Ceiling for Community Colleges

16%

Of University of Hawaii Community College students who took 15+ credits in 2016

60+%

Proportion of all community college students projected to enroll PT in the Fall through 2026

...Leaving Significant Share of Students Behind

40%

Of University of Hawaii at Manoa students take fewer than 15 credits despite the university's enrollment campaign



Student Realities Necessitate Part-Time Status

Full-Time Enrollment Not Feasible for Most Part-Time Students

Full-Time Worker



"I have a full-time, 9-to-5 job. My boss tells me that I'm close to promotion, but I need some data analysis skills first. I want to take some classes at my local college, but **I don't want to spend two or more years getting these credentials, and I can't attend full-time while working.**"

37%

Of part-time students **work full-time**

Young Shift Worker



"I'm a student, but I also work as a babysitter, a waitress, and an Uber driver so that I can help my family pay our rent. **Money is tight, so working has to be my priority.** My work schedule is unpredictable, and sometimes it interferes with me getting to my day-time classes."

29%

Of part-time students are **aged 18 to 21**

Caretaker



"I'm a single mom trying to pass my classes while working part-time. **I don't have a lot of time to spend on campus, and I'm worried that I won't be able to find the support I need.** I want to succeed and get an education to provide a better future for my son."

24%

Of part-time students spend over 20 hours per week **caring for dependents**



Part-Time Success Is Challenging but Possible

And Requires the College to Adapt to Realities of Students' Lives

Four Major Obstacles and Solutions to Part-Time Success



The Race Against Time

The longer a student spends in a degree program or even a single course, the greater the likelihood that he or she won't complete



Condense Credit Accumulation



Scheduling Misalignment

Working hours often conflict with course availability, and when forced to choose, the need to work and support a family wins



Align Delivery to Part-Time Lifestyle



Inaccessible Services & Resources

Critical resources are often offered during traditional business hours and are strictly available in person



Expand Access to Support Services



Seemingly Inevitable Stop-Out

A majority of part-time students stop out at least once, and many never to return to the college because of various financial, personal, and psychological barriers



Incent Stop-Out Reenrollment

A Strong Imperative for Success

"At the end of the day, we need to simplify these things and **get down to the fundamentals of providing people the opportunity...to advance in society.**"

Eloy Oakley
Chancellor, California Community Colleges

Adapt the College to Promote Part-Time Success



Support Part-Time Students Through Responsive Institutional Practices

Part One

1

Align Programming to the Reality of Students' Lives



1. Five-Week Hybrid Courses
2. Weekend-Based Associate Degree
3. Dual Modality Course Guardrails

2

Reengage When Life "Gets in the Way"



4. Targeted Reenrollment Campaigns
5. GPA Fresh Start

Part Two (3PM)

3

Expand Access to Support Services



6. Advisors on the Go
7. In-Time Advising Triage
8. Bursar Hold Override
9. Peer-to-Peer Financial Advising
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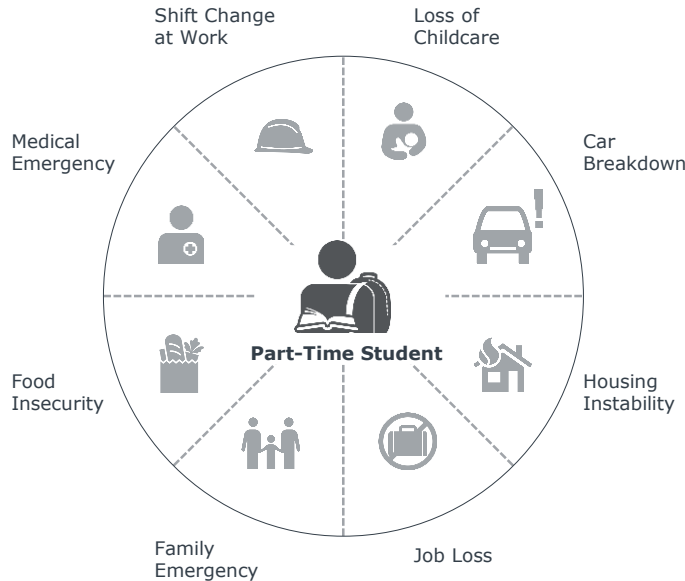


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Student Obstacles Pile Up over 16 Weeks

Traditional Term Lengths Increase Opportunities for 'Life to Get in the Way'

Part-Time Students Susceptible to the Wheel of Misfortune



Longer Terms, Larger Gamble

“In 16-week courses, we have students that are passing with A’s and when they hit **the 12th week of class they just stop coming because something happened in life** and they lost out...”

“For no apparent reason, the 16-week semester gives **too many opportunities** for something to happen and **for life to get in the way.**”

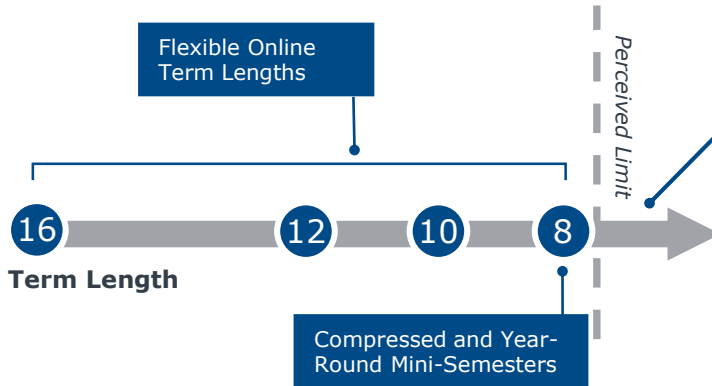
Director of Institutional Research
Community College, Texas

Online Education Further Increases Acceleration

Technology Provides Opportunity to Build on Success of Compressed Terms

Seven-Week Mini-Terms Seen as Maximum Compression Without Sacrificing Quality

But Multiple Modalities Represent New Frontier in Acceleration



Distance Learning

- Opportunity for self-paced learning
- Possible to complete hours of coursework in one sitting



Hybrid Courses

- Improve acceleration without increasing time in-seat
- Offers in-person engagement



Take Acceleration to the Next Level

Chemeketa's Five-Week Hybrid Course Accelerates Part-Time Success



Hybrid Course Components

- Half of the course is taught online
- Students spend same amount of time per week in-seat as traditional courses
- Format offered in several disciplines
- Faculty, students participate in online and in-person discussions
- High level of academic performance maintained

	5-Week Hybrid	11-Week FTF
Mean Course Grade	3.10	2.97
Mean Gain in Content Knowledge¹	39%	39%
Students Receiving "A Lot" of Feedback²	47%	41%
Students Applying "A Great Deal" of Effort²	32%	19%

Five-Week Hybrid Students Are More Likely to:



Attend Part-Time



Have More Family Responsibilities



Be Older

1) As measured by pre- and post-test scores

2) As measured by survey responses of student course perceptions

Students' Needs Not Being Realized

Workforce Trends Often Don't Translate to Campus

Today's Workers—and Part-Time Students—Have Distinct Needs...

Accessibility



Opportunities to work and learn outside of the traditional 9-to-5 mold



Course schedules rely on M-F operational model



Responsiveness



Ability to adjust learning experiences in response to life changes



No immediate solutions to attendance disruptions offered



Relevance



Training and instruction that include in-time support for task at hand



Little preparation, assistance in nontraditional learning settings



Convenience



Removal of institutional barriers and red tape



Legacy policies slow momentum for non-FTFT students



Common Objections to Weekend Courses

Faculty and Staff Resistance



"I won't be able to convince any of the faculty to work on the weekends"



Rigid, M-F Course Schedules

High Operational Costs



"Running a weekend college is a huge financial investment that we can't afford to make"



Failure to Expand Service Hours

Unsuccessful Student Outcomes



"Students who won't come to campus during the week don't have the motivation to succeed"



Campus Caters to Traditional Student Profile



Weekend-Optimized Degrees Increase Opportunity

Increase Part-Time Accessibility Through Condensed Weekend Courses

Example Weekend College Schedule



Friday

- Course 1: 6:00-8:30 pm

Saturday

- Course 2: 9:00-11:30 am
- Course 3: 1:00-3:30 pm
- Course 4: 5:00-7:30 pm

On-campus Weekend College classes take place exclusively on Fridays and Saturdays

Sunday

- Online coursework

Online portion of hybrid courses can be completed at students' convenience throughout the week and comprises 50% of class time

Weekend Degrees Improve Part-Time Student Engagement at a Low Cost



Off-peak hours allow for increased focus and fewer distractions



Campus events foster feelings of inclusivity and belonging



Student support services address nonacademic needs



We rebuilt the schedule, but our students needed more than just a parking spot and a classroom. It was **no longer just weekend courses but a full weekend college...And by the way, I don't have any additional money for Weekend College.** I didn't get any new resources to launch this initiative, we just reworked current resources differently so that we could support our weekend students better."

Jackie Peña, Dean of Academic Affairs

MIAMI DADE COLLEGE, FL

Expand the College to Embrace the Weekend

Miami-Dade Weekend College Model Dispels Common Myths...



Enthusiastic Faculty

Faculty with dependents embrace opportunity to be home during the week and eager to pilot accelerated courses



Cost Neutral

Offering revenue-generating A.A. programs and reallocating existing services requires no new funding sources



Motivated Students

A majority of enrolled students are adults, working full-time

...And Scales Responsive Course Delivery

100+

Diverse programs offered at Miami Dade's Weekend College

\$0

Additional cost needed to launch and sustain Weekend College

2,100

Students enrolled in Weekend College



Weekend Success Requires Sustained Commitment

21

Lessons from a Weekend College Veteran



Identify and Commit to Solving a Specific Problem

Located in a region with a 15% baccalaureate attainment rate, Odessa launched Weekend College to **prioritize flexible services that improve access to higher education.**

Result: Enrolls 50–60% weekend-only students



Redistribute Services to Serve Weekend Students

Odessa redistributed existing academic and support services to ensure **continuity of quality for traditional and weekend students.**

Result: Expanded service hours increased enrollments



Prioritize Quality, Achieve Success

Because of Odessa's commitment to a high-quality weekend education, **course success and retention rates are equal for weekend and traditional students.**

Result: 81% success rates in weekend and M-F courses

▶ Faculty Adoption Tip

- Launch Weekend College first with the programs yielding highest enrollments and greatest faculty engagement
- Encourage participation by utilizing hybrid course delivery that requires fewer faculty hours spent on campus

Walking the Walk

“We have to commit to certificate and degree completion as if students are only able to attend on the weekend. That means when we adopt other successful practices, we have to replicate them in Weekend College.”

Valerie Jones, VP of Instruction, Odessa College



Optimize Advantages of Multiple Modalities

Part-Time Students Best Served by Features of In-Person and Online Courses



Best of Both Worlds

“Both online and face-to-face courses have advantages and disadvantages. We need to capitalize on the inherent advantages of the online environment and serve our students in person as well.”

*Dean of Liberal Arts
Community College, Northwest*



Flexible Modalities = Responsive Schedules

Dual Delivery Provides In-Person Engagement and Scheduling Flexibility

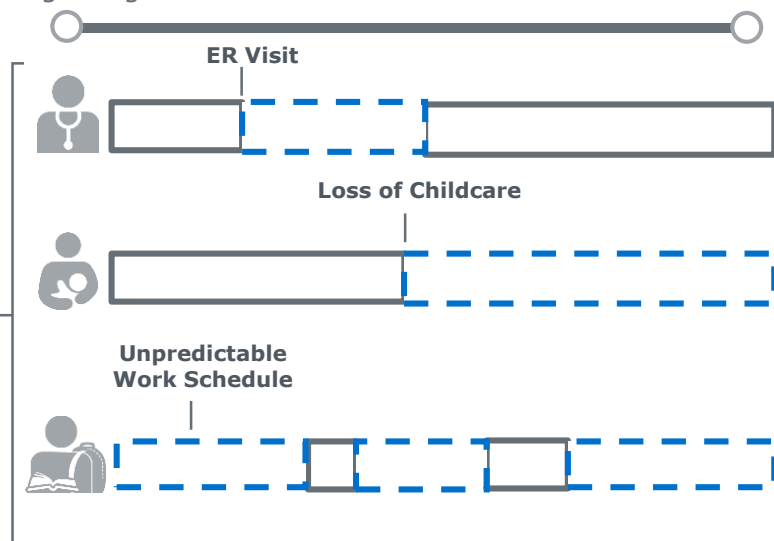


The Next Level of Student-Centric Scheduling

- 1 Course content delivered in a traditional, face-to-face manner
- 2 Class sessions and course materials are recorded and uploaded to Blackboard
- 3 Students can flex attendance at will
- 4 Discussions and assignments available in both modalities

Beginning of Term

End of Term



Key:

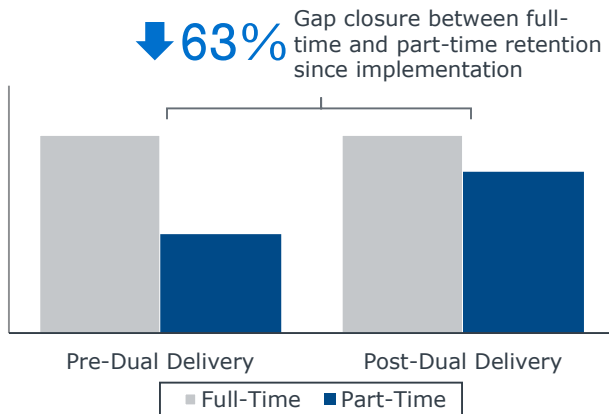
In-Person

Online

Dual Modality Delivers Results



Increased Flexibility Aids in Part-Time Student Retention



“

“I do know that **this has been beneficial to retaining part-time students.** It works really well for students who can’t get off work to come to class, or those who have families and want to further their education, but just don’t have much time.”

Dual Delivery Faculty

COMMUNITY COLLEGE, MIDWEST

”

Faculty Adoption Tip

- Ensure faculty that implementation requires no differentiation when preparing content or assessments
- Consider offering flex hours to faculty who volunteer to adopt the model in their courses

Adapt the College to Promote Part-Time Success



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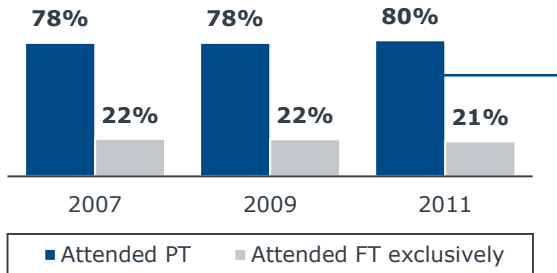


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Sometimes Stop-Out Is Unavoidable

Part-Time Students at Greatest Risk for Stopping Out

Stop-Out Rates by Attendance Status, Cohort Year



Part-Time Students More Likely Than Full-Time Peers to Anticipate Stop-Out Due to Common Barriers



Working full-time



Caring for dependents



Academic under-preparedness



Lack of finances



“We need to help students find a balance between work, personal responsibilities, and school. **When pressure increases elsewhere, the first thing to go is school.**”

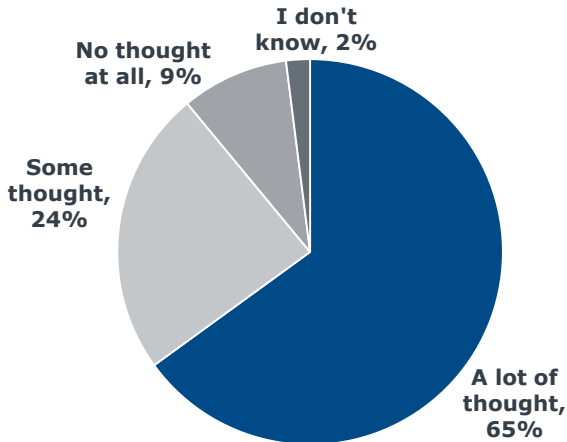
*President, Community College
Texas*

Stopped-Out Students Are Not a Lost Cause

Non-Completers Are Cautiously Optimistic About Reenrolling

Most Stopped-Out Students Have Given "A Lot of Thought" to Returning

"How much thought have you given to going back to school?"



But Are Concerned About Making College Work if They Returned



Can I afford to go back to school?



Will there be anyone to help me readjust to college?



Is my prior academic record going to be a barrier?



A Will, but Not Always a Way






"All of these students left because something happened. **I have yet to talk to someone who left the college because they didn't like it.**"

*Renrollment Campaign Director
Community College, Mountain West*

Reach Out and Reengage

Several Successful Models to Engage Stopped-Out Students

Targeted Reenrollment Campaign Components

College or University 	Student Qualifications 	Financial Incentive 	Personal Outreach 	Annual Institutional Costs 
University of New Mexico	<i>Seniors who stopped out at least one semester ago with a GPA of 2.0 or better</i>	<i>Up to \$750 in aid per semester</i>	<i>Paper outreach</i>	\$120K <i>Annual allocation from the UNM Board of Regents</i>
Pueblo Community College	<i>Students who completed at least 30 credits and owe college <\$1,000</i>	<i>One-time loan forgiveness up to \$1,000</i>	<i>Email outreach</i>	\$79K <i>Spent in student loan repayments</i>
Bossier Parish Community College	<i>Students who have been unenrolled for at least 1 academic year and who can reenroll full-time</i>	<i>Tuition waiver for one free course</i>	<i>Paper, email, and text messaging outreach</i>	\$30K <i>Annual costs of reenrollment campaign</i>

Incentivize Stopped-Out Students to Reenroll

Pueblo Community College Finds the 'Goldilocks' Reenrollment Incentive

Three Successful Reenrollment Campaigns by Incentive and Investment



Grant-Funded Aid

Reengages stop-outs by offering up to \$750 to reenrolled students **each semester they remain enrolled**

Highest Financial Investment



Semesterly financial assistance meant to reduce students' need to work but is funded by a \$120,000 annual allocation from the UNM Board of Regents



Debt Forgiveness

Forgives small institutional loan debts **after students have successfully completed one semester** back on campus

Mid-Level Financial Investment



Semester-based success stipulation reduces financial risk for the college and increases incentive for student completion



Course Fee Waiver

Waives the price of tuition for one course for reenrolled full-time students **prior to course registration**

Lowest Financial Investment



One-time tuition waiver for single course requires the lowest financial investment from the college and offers small incentive for return

Engagement Critical to Reenrollment

Essential Components of Pueblo's 'Return to Earn' Campaign



Four-Step Reenrollment Process

1

Identify Stopped-Out Students

- *Include all recent stop-outs*
- *Ensure past due debt has not yet gone to collections*

2

Ensure Eligibility Criteria Are Met

- *Identify students who successfully earned at least 30 credits*
- *Ensure they owed the college \$1,000 or less when they stopped out*

3

Reach Out to Qualifying Students

- *Notify students of program eligibility*
- *Request they complete the online inquiry form*

4

Schedule a One-on-One Appointment

- *Ascertain students' long-term educational and career goals*
- *Assist students with admissions and FAFSA application (when needed)*

Ongoing, Low-Touch Services



Weekly Financial Reviews

Program staff proactively reach out to students selected for verification or who have financial aid holds



Periodic Outreach

Semimonthly informal check-ins between students and director to determine progress, and refer students to relevant resources



Academic Progress Reports

Faculty provide incremental updates on students' class performance and any potential concerns



Student Reflection

Students write letters describing their experiences and the impact of college completion on their long-term goals



Help Students Return and Succeed

Pueblo's Reenrollment Structure Benefits Both Students and College

Providing Students a Second Chance

Student Participant Testimonials

“Just 5 credits short of my degree I became gravely ill and my goals in life were changed. Without the Return to Earn scholarship program **it would have been very difficult for me to find the funds needed to reenroll** in college and to assist me in getting my degree.”

“In 2014 I needed to withdraw from my classes. My mother had been sick with Alzheimer's for a while and I was taking care of her as a single mother while trying to go to school. The PCC Return to Earn scholarship program has been **the motivation needed to restart and complete my education.**”

Since the Program's Launch in 2016...

1 Full-time college staff director oversees the program

184 Students have reenrolled

97% Of reenrolled students satisfactorily passed their first semester courses

116 Reenrolled students have completed their degrees

\$343K Amount of net revenue earned in 2017-18 alone after loan repayments

More Than Just Money

Students Face Numerous Psychological Barriers to Reenrollment

Student Voices Reveal the Personal Reasons Preventing Their Return to College

“The thought of going back again **after all this time makes me tense up.**”

“College now **feels like an alien environment.**”

“Going back would take me **at least a year to catch up again.**”

“On paper, I am a failure as a college student.”

“I feel like an **impostor.**”

“If I went back, **I’d have to retake Introduction to Biology and other core classes**, which I have absolutely no desire or concentration to do.”

“**I’m not prepared** after spending 20 years in the military and taking classes here and there.”

Incentivize Reenrollee Success



Revised Transcript Offers a One-Time Refresh Opportunity

Sample Fresh Start Transcript

Student: J. Smith		Recalculated GPA* 2.80	Recalculated GPA includes only grades higher than D
Course	Grade		
MAT 1470 College Algebra	D		Students do not receive credit for D/F/W grades and must retake required courses
PSY 2205 Child Development	B+		
ENG 1101 English Composition 1	C+		All courses remain on the transcript
HIS 2218 History of Ohio	F		Transferability of credits remains unchanged

* The Fresh Start Policy has been applied for academic work taken at Sinclair prior to Fall 2014

Qualifying Students Have:



Stopped out of the college for at least 3 years



Reenrolled in a degree program

A+

Successfully completed at least 6 college-level credits upon reenrollment



Met with an advisor to discuss the details of the program, including effects on SAP and financial aid

Revised GPA Helps Overcome Psychological Barriers

Recalculated GPA Provides Motivation Without Frustrating Faculty



Fresh Start...

- Is a psychological boost to reenrolled students
- Is a motivator to increase student completion
- Does provide a résumé boost for students seeking employment

Fresh Start...

- Is **not** grade inflation
- Is **not** assigning unearned credits
- Is **not** influencing transfer prospects

GPA Recalculation Promotes Course Success

627

Reenrolled students have taken advantage of the Fresh Start program since its launch in 2013

91%

Average course success rate for Fresh Start students, compared to an average institutional course success rate of 74%

“We’ve seen very positive results, especially with adult learners and veterans. It gives these returning students a big psychological lift and promotes successful academic progress. **The fresh start is a must-have for community colleges looking to engage those who haven’t completed.**”

*Administrator
Sinclair Community College*

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