



Promoting Timely Degree Completion, Part 1

Maximizing the Graduation Impact of Summer Enrollment

Today's Speaker: Nina Lyon Bennett
nlyonbennett@eab.com

Audio Options



Using Your Telephone

If you select the “Use Telephone” option, please dial in with the phone number and access code provided.

A screenshot of a web-based 'Audio' settings window. The window has a title bar with a minus sign and the word 'Audio'. Below the title bar, there is a section labeled 'Audio Mode:' with two radio button options: 'Use Telephone' (which is selected, indicated by a green dot) and 'Use Mic & Speakers' (which is unselected, indicated by a grey dot). Below the radio buttons, there is a line of text: 'Dial: +1 800 555 1212' followed by 'Access Code: 141-607-114' and '(and [additional numbers ..](#))'. At the bottom, there is a green message: 'You are connected to audio'. A red diagonal line is drawn across the left side of the window.

Using Your Microphone and Speakers

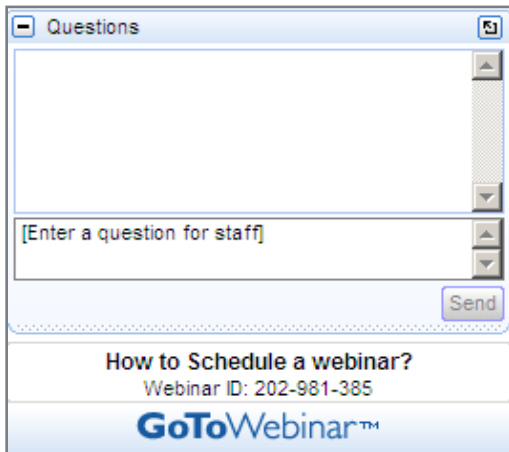
If you select the “Use Mic & Speakers” option, please be sure that your speakers or headphones are connected.

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Questions Panel and Minimizing GoToMeeting

Asking a Question

To ask the presenter a question, type it into the question panel and press send.



The screenshot shows a 'Questions' panel window. It has a title bar with a minus sign, the word 'Questions', and a maximize button. Below the title bar is a large text input area. At the bottom of this area is a small 'Send' button. Below the input area is a smaller text input area with the placeholder text '[Enter a question for staff]'. At the bottom of the panel, there is a section with the text 'How to Schedule a webinar?' and 'Webinar ID: 202-981-385', followed by the 'GoToWebinar™' logo.

Minimizing and Maximizing Your Screen



- Use the orange and white arrow to minimize and maximize the GoToMeeting panel.
- Use the blue and white square to make the presentation full screen.



The best practices are
the ones that work for **you.**SM

▶ Start with best practices research

- › Research Forums for presidents, provosts, chief business officers, and key academic and administrative leaders
- › At the core of all we do
- › Peer-tested best practices research
- › Answers to the most pressing issues

▶ Then hardwire those insights into your organization using our technology & services

Enrollment Management

Our **Royall & Company** division provides data-driven undergraduate and graduate solutions that target qualified prospective students; build relationships throughout the search, application, and yield process; and optimize financial aid resources.

Student Success

Members, including four- and two-year institutions, use the **Student Success Collaborative™** combination of analytics, interaction and workflow technology, and consulting to support, retain, and graduate more students.

Growth and Academic Operations

Our **Academic Performance Solutions** group partners with university academic and business leaders to help make smart resource trade-offs, improve academic efficiency, and grow academic program revenues.

1,100⁺

College and university members

10,000⁺

Research interviews per year

250M⁺

Course records in our student success analytic models

1.2B⁺

Student interactions

The Enrollment Management Forum Circa 2017



Nearing Three Years of Strategic Insight and Driving Results On Campus

Where Members Tell Us We Provide Differentiated Value

- Enrollment Management Is Not Just Admissions—Speak to Our Larger Role
- Break Down Silos—Help Us Educate Stakeholders
- We're Inundated with "Best" Practice—Separate Wheat from Chaff
- Don't Just Focus on Today's Problems—Help Us Get Ahead of What's Coming
- Save Me Time—Follow Through with Implementation

162

Members of the
Enrollment
Management
Forum as of
February, 2017

Where Members Asked For Additional Support

- In 2017, we will be providing more direct focus on the enrollment goals—and challenges—that are distinct to different kinds of colleges and universities

New Elements In Your Enrollment Management Forum Membership

1 Segment-Specific Research Agenda

While the Forum will continue to do research of broad interest to diverse college and university types, we are building dedicated projects and meetings around institutions that share enrollment goals

You will always have access to all research produced by the forum—even if it's not specifically selected for your curated national meeting agenda

2 Network of Peers with Similar Enrollment Goals

Your college or university shares enrollment challenges in common with certain others—but not all others—nationwide. We will be purposely creating connections among colleges and universities nationwide with greatest common ground in enrollment

3 In-Person Summits With Peer Groups

The national meeting series for 2017 will be dedicated to sharing research for and among enrollment peers. Discussion is confidential for purposes of most direct and useful sharing of problems and solutions.

*The goal of this change is to deliver tremendous additional value. If you have any concerns or questions, please contact **Aberra@advisory.com***

Four Broad Research Terrains

All Forum Members Can Access Research In All Program Areas

The Enrollment Management Forum's Four Research Pillars

Rethinking Our Business Models

How Do We Respond to the Widening Affordability Gap in U.S. Higher Education?



Underrepresented Populations

How Do We Reach, Recruit, and Support Students of Color and Other Underrepresented Populations?



Capturing Growth Opportunities

What Changes Must We Make To Grow and Sustain Enrollment Across the Student Lifecycle?



Elevating Marketing and Recruiting Effectiveness

As Our Mandate Expands (and Resources Don't), How Can We Elevate Return on Investment?

**Marketing and
Recruiting
Effectiveness
Center**

1 The Rising Four-Year Graduation Imperative

2 Promoting faculty engagement in summer programming

3 Targeting summer recruitment campaigns to off-pace students

4 Attracting enrollments with high-value course offerings



“Moon Shots” Put On-Time Graduation in Spotlight

Massive Increase in Completions on Aggressive Time Frames

Public Service Announcement:

California faces drought of another kind...

1.1M

college graduate shortfall by 2030¹

\$60B

business revenue loss p/a if unaddressed²

+400K

grads if CSU completion rates improve



The California Promise Bill

State Sen. Steve Glazer



Locked in Tuition for On-Pace Students



Guaranteed availability of critical path courses



Priority registration for high-risk groups

"I have a high level of confidence that the program can be administered well without a big increase in expense"

Tough Targets for CSU System

4-Year Graduation Rates

19% → **40%**
2016 2025

Enough Time to Order New Orientation Name Tags?

"We've never printed 'Class of 20xx' on orientation name tags. I guess we'll have to start doing that now."

CSU Chief Enrollment Officer

Sources: H. Johnson, M. C. Mejia, & S. Bohn, "Will California Run Out of College Graduates?" Public Policy Institute of California, (2015); R. Fountain & M. Cosgrove, "Keeping California's Edge: The Growing Demand for Highly Educated Workers." California Business Roundtable and the Campaign for College Opportunity, 2006; "BART Press Conference - Elected Officials Letter," Senator Steve Glazer, 2016; Jason Song, "Why Only 19% of Cal State Freshmen Graduate on Time -- And What Lawmakers Aim to Do About It," *Los Angeles Times*, February 22, 2016; Carla Rivera, "Cal State Chancellor Sets Goals for Improved Graduation Rates," *Los Angeles Times*, January 27, 2015; "Governor Signs California Promise Bill." September 22, 2016; EAB interviews and analysis.

1) Johnson, Mejia, & Bohn, 2015.

2) Fountain & Cosgrove, 2006.

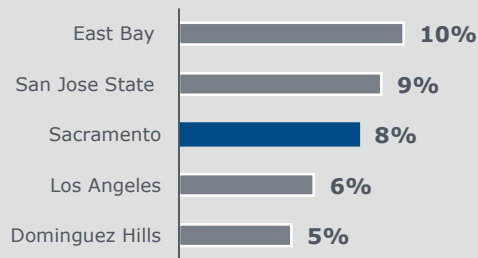
An Apollo 13 Moment for Student Success Teams



CSUs Pursuing Innovation at Scale, in a Hurry

CSU System 4-Year Grad Rates

5/23 Campuses at <10%



Only **2** of 23 CSU campuses currently meet the 40% 4-year graduation target

No Time for the “Shape the Class” Playbook

Class of 2020 Admitted, Sac. State Faces Tough Challenge



25%

4-Year grad rate by 2020



Increase merit aid



Increase SAT score¹

Minimal Support for “Interventions at Scale”

\$35M

One-time, system-wide influx of funds



\$1.5M

Average grant per campus

“We do recognize that this will not be enough to sustain any significant efforts by campuses to impact their ability to reach the ambitious goals for 2025, but this will be a start.”

–CSU Fullerton Graduation Initiative 2025 Goals

¹) Sacramento State's SAT average actually decreased from 2014 to 2015.

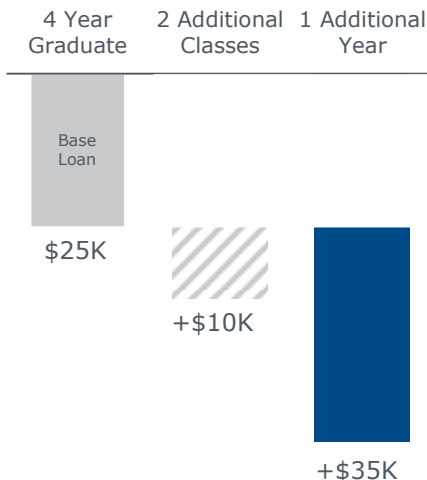
Sources: Sacramento Bee Editorial Board, “New Sac State President Puts Graduation Rates First,” *The Sacramento Bee*, July 6, 2015; California State University Graduation Rates Consortium for Student Retention Data Exchange (CSRDE), “Analytic Studies,” March 13, 2015; “CSU Fullerton Graduation Initiative 2025 Goals FAQ.”

On-Time Completion as Affordability Lever

Private Board Trustees Push on Time-to-Degree to Reduce Student Debt

Happily Trading Super-Senior Tuition for Reduced Debt

Estimated additional loan debt for delayed non-Pell student (tuition only)



Waiting to See if the Message Hits its Mark



Baylor's How to Graduate in Four Years Initiative

- Video series walks students through four-year plans, choosing a major, funding impact of delays

1) IPEDS graduation rate for degree/certificate-seeking undergraduates within 4 years, 2006 entering cohort

A Tipping Point On the Horizon?

Tying Financial Aid to Progress and Completion

PBF 1.0: Signal Value, But No Teeth

COMPLETE
COLLEGE
AMERICA

33 States, DC Join Complete College America Alliance

AR CO	MD MA	OR PA RI
CT DC FL	MN MS	SD TN TX
GA HI ID	MO MT	UT VT
IL IN KY	NM NV	WV WI
LA ME	OH OK	WY

<10%

of state funding¹ is performance-based on average

<8%

of operating revenue comprised by PBF even in high-PBF states²

Closely Watched Pilots Putting Aid Dollars in Play



West Virginia's PROMISE Scholarship

Renewal now contingent on yearly completion of 30 credit hours



Illinois' MAP Grants

Students who earn below 15 credit hours per term must return excess funds to state



Indiana's 21st Century Scholars Program

Participants must enroll in 15 credit hours per term to receive full funding



Federal Year-Round Pell Proposal

Students eligible for additional summer aid to stay on track to four-year graduation

Sources: Paul Fain, "Pushing on Pell," *Inside Higher Ed*, January 19, 2016; Paul Fain, "Finding the Right Formula," *Inside Higher Ed*, February 12, 2015; West Virginia Higher Education Policy Commission and West Virginia Community and Technical College System, *West Virginia Financial Aid Comprehensive Report*, 2012; University of Illinois at Chicago, "Office of Financial Aid Frequently Asked Questions"; Indiana Commission for Higher Education, "Credit Completion Requirements"; Austin Peay State University, *Financial Report for the Year Ended June 30, 2013*; EAB interviews and analysis.

1) State funding is 38% of public university revenues, but also 19% of private university revenues

2) Based on Austin Peay State University 2013 budget
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A (Concerning) Back of the Envelope Calculation



Timely Completion Incentives Could Put Millions in Funding at Risk

Modeling the Impact of Credit-Load Incentives at a 10,000-Student Institution



West Virginia
PROMISE
Scholarship

37% of FT
students on
state aid¹

3,700

×

50% of FT
students take
12-14 credits¹

1,850

×

Students could
lose 100% of
state aid

-\$3,700¹

= **\$6.8M**
in lost state aid



Proposed
Pell Bonus

38% of FT
students on
fed. aid¹

3,800

×

50% of FT
students take
12-14 credits¹

1,900

×

\$300/year
Pell bonus

\$300

= **\$570K**
in unclaimed
Pell funding

Sources: National Center for Education Statistics, "Grants and Loan Aid to Undergraduate Students," in *The Condition of Education*, May 2015: http://nces.ed.gov/programs/coe/indicator_cuc.asp; Complete College America, "How Full-Time are 'Full-Time' Students?," October 2013: <http://completecollege.org/pdfs/2013-10-14-how-full-time.pdf>; EAB interviews and analysis

1) National average

1

The Rising Four-Year Graduation Imperative

2

Promoting Faculty Engagement in Summer Programming

3

Targeting summer recruitment campaigns to off-pace students

4

Attracting enrollments with high-value course offerings

A Clever Carrot for Impactful Summer Courses

Provost Grant Incentivizes Faculty for High-Demand Offerings



Clear Time-to-Graduation Criteria

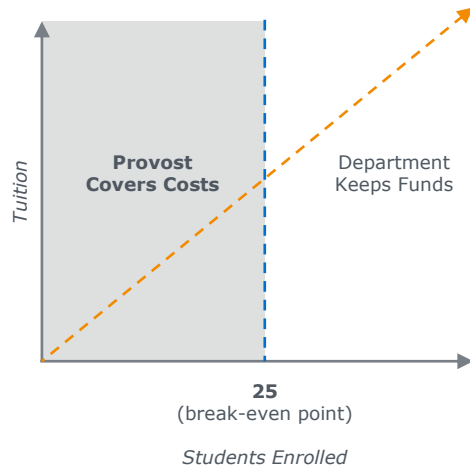


Summer Course Funding Criteria

- Bottleneck (85-100% fill rate)
- Gateway course
- High DFW rate
- Validated by advisors



A Risk-Free Proposition to Units



1

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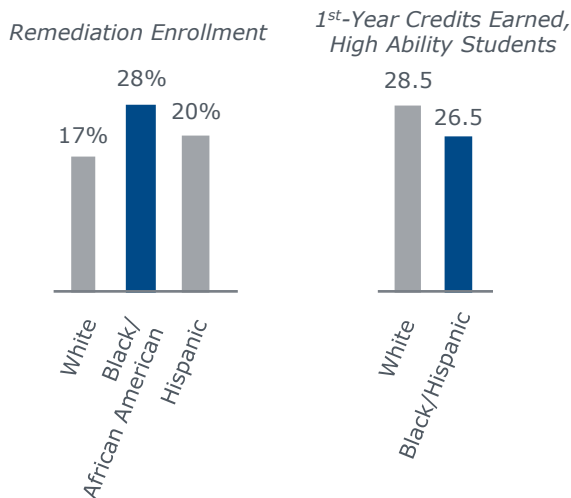
4

Attracting enrollments with high-value course offerings

Starting Late From the Outset

Status Quo Systematically Underloads URM and Transfer Students

URM Students All but Destined for 5-Year Graduation



Transfers Racing Against Pell Eligibility Clock



“Transfer students are constrained by Pell lifetime eligibility, but they also register last. It is even more important that we get them started off right.”

*Michael Herndon,
Director, Office of Summer and Winter Sessions
Virginia Tech University*

From Marketing Slogan to Standard Procedure

Advisors Must Document Reasons and Remedies to Approve Underloading



Underload Form: Kelly Jordan

Courses: 12 credits

- English 101 (3 credits)
- Math 102 (3 credits)
- Biology 112 (4 credits)
- Biology Lab (2 credits)

Reasons for Underload:

- Childcare responsibilities
- Need extra support with math courses

Recommended Resources:

- Math tutoring
- 15-credit scholarships

Near-Term Incentives Encourage 15-Credit Completion



\$200 textbook refund



Free summer
courses up to 30
credits total

Scholarships Support Full Load for At-Risk Students



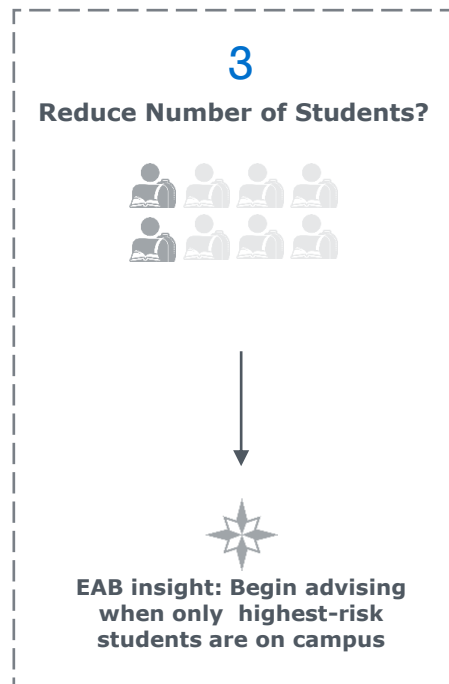
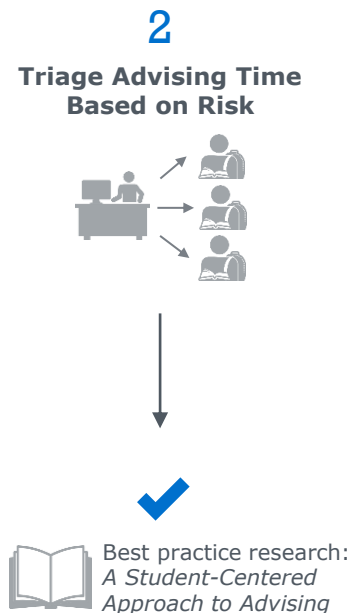
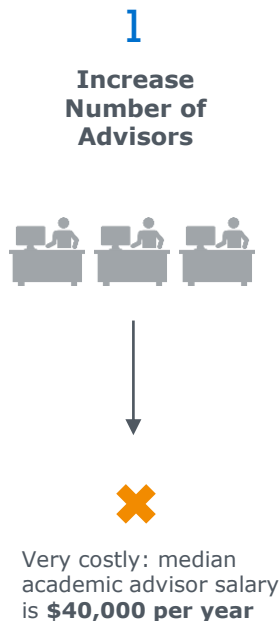
Extra need-
based aid



Single-parent
scholarship

Sharpening Our Most Powerful Tool

Supporting Increased Face-to-Face Advisor Time for Most At-Risk Students



Summer Bridge to Nowhere

Traditional Bridge Programs Lack Graduation Impact



No credit for remediation
or skills courses



“The Summer Bridge Program (SBP) is a four-week program [for] select first-time freshmen students [...] **Participants take math and English workshops**, designed to...”



Confidence undermined by
being classified “at-risk”



“...is designed for students from our partner high school and **students who self-identify as students of color or new American** [...] focuses on mentoring, community building, grit and identity development...”

Getting a Head Start on Credit Momentum

Four Step Guide to a Financially Sustainable, Credit-Bearing Summer Start



1

Mandatory “retroactive-enrollment” of borderline admits in summer of previous academic year



2

Students must fill out two FAFSAs



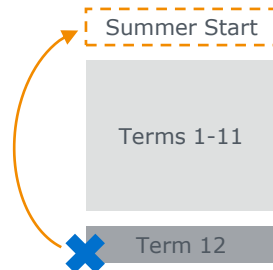
3

Enroll in 6+ summer credits in core requirements

- English (3 credits)
- History **or** Political Science (3)
- FY Orientation (1)

4

Students gain summer aid but lose regular 12th-term Pell eligibility



Credit Momentum Gains Outweigh Pell Eligibility Risk

Success Academy participants get head start on credit accumulation and expected to graduate in fewer than 12 terms.

Maximizing Graduation Impact of Summer Start

Key Lessons From Georgia State's Success Academy



Positive Messaging

- Invitation emphasizes exclusivity of program, similar to those for honors students or athletes
- Students not explicitly labeled "at-risk"



"Core-est of the Core" Course Offerings

- English, history, political science courses apply to all majors
- No credits lost in major switch



Support Service Cohorts

- Students required to attend support services as a group
- Includes academic advising, financial counseling, tutoring, supplemental instruction



The Case for Math First?

- Success with compressed developmental math in 2-year schools
- Students in accelerated courses outperform peers

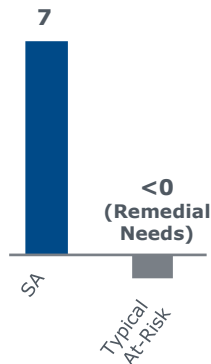
A Sprinting Start for Our Riskiest Students

Boosting Credit Accumulation and Confidence



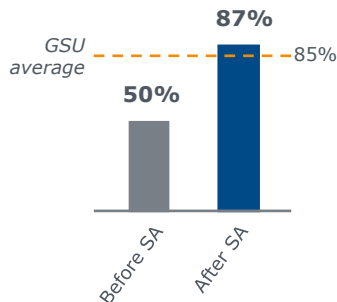
Head Start on All-Purpose Credits

Day One Credit Accumulation



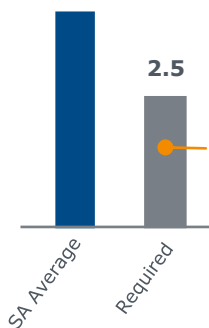
Raising the Retention Average

Fall-to-Fall Retention, Borderline Admits



Easily Clearing GPA Expectations

3.29



Lower GPAs may result in some registration restrictions

A Tool for Building Grit

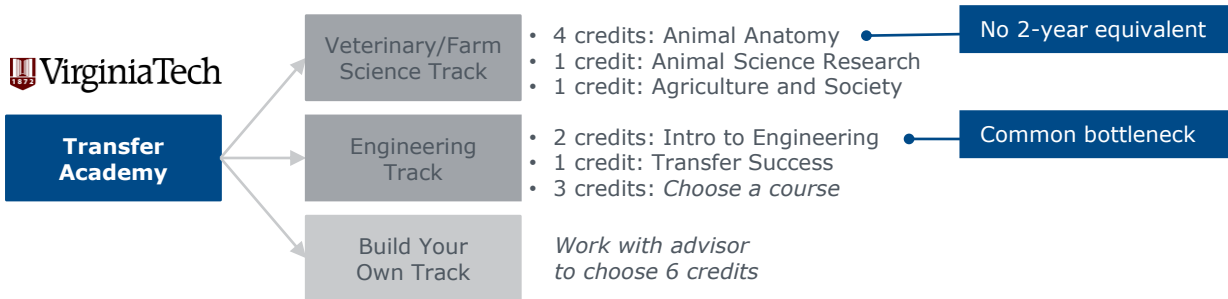
“The role of Success Academy (SA) is not just to create flexibility, but also to **build confidence** and show students they are capable of college-level work. Students with some on-campus experience under their belt **will do better in challenging courses later on.**”

*Tim Renick
Vice President, Georgia State University*

Jumpstarting Transfer Success

Major-Specific Tracks Address Articulation and Capacity Barriers

Summer Start Helps Transfers Overcome Major-Specific Delays



Paying for Summer Enrollment with Leftover Pell

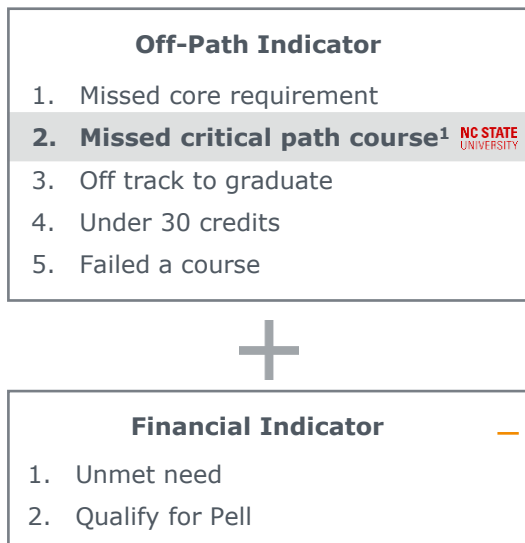
Low cost of community college ensures most students have remaining Pell dollars to apply toward Summer Academy

Hand-Picking Students Who Need Catch-Up Most

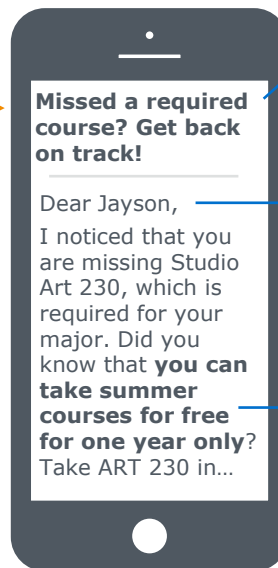
Segmented, Personalized Outreach to Students with Off-Path Indicators



Triaging by Academic, Financial Need



Highly Personalized Outreach



Emails sent regularly between registration date and summer term

Custom message to each student

One-time scholarship offer²

1) NC State targets summer enrollment to students who miss or DFW a course predictive of success in their chosen major.

2) At Purdue, students must submit an application and enroll in 6-9 credit hours and an internship to be eligible.

- 1 The Rising Four-Year Graduation Imperative
 - 2 Promoting Faculty Engagement Summer Programming
 - 3 Targeting Summer Recruitment Campaigns to Off-pace students
 - 4 **Attracting enrollments with high-value course offerings**
-

Summer Course Economics Not Making the Grade



Summer Courses Both Larger and Smaller than We Thought

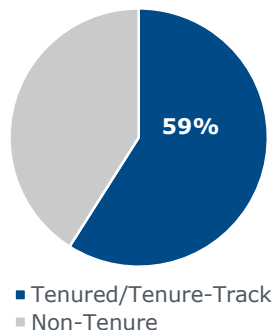
Excess Supply

1 in **10** Course offerings are taught in the summer

5% Of students enroll in summer courses

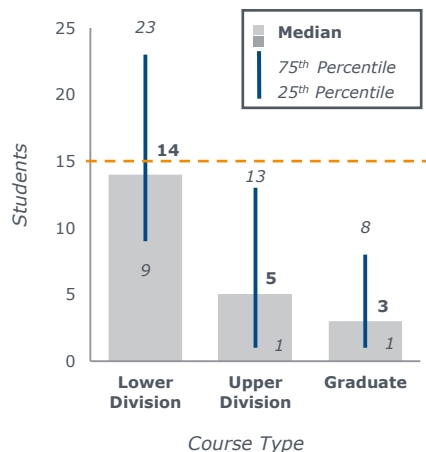
High Costs, Low Margins

Summer Courses by Instructor Type



Most Below Breakeven

Estimated Breakeven ~15



Scaling Summer Start

Giving All Students the Option to Get a Head Start on the First Year

Personalized Early Start Tracks for All Incoming Students



Borderline Admit Track

Transfer Track

First-Year Track

Sharing the Benefits of an Early Start



Ensure seat in bottleneck courses



Live in residence halls to adjust to campus life

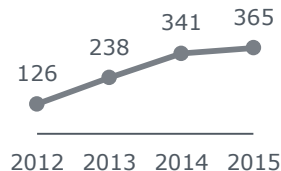


Greater access to wraparound student services

Early Start Rises in Popularity



Enrollment by Year¹



Predicts Timely Completion

26%

Of 2012 participants qualified to graduate in 3 years

1) Enrollment at Virginia Tech intended to be relatively low to give students the feeling of an "exclusive" program.



Nina Lyon Bennett
Director of Member Education and
Research Delivery

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Contact me with any questions.
I look forward to hearing from you.



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